Reference drawer copy

OISEUT

Ontario Institute for Studies in Education
of the University of Toronto

Graduate Studies in Education

2005/2006 Bulletin

Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

https://archive.org/details/oisebulletin200500onta

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Graduate Studies in Education

2005/2006 Bulletin

OISE/UT LIBRARY

Address inquiries to:

Registrar's Office, Graduate Studies Unit
Ontario Institute for Studies in Education
of the University of Toronto
252 Bloor Street West, Room 4-485
Toronto, Ontario
Canada M5S 1V6
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
Fax: 416-923-7834
E-mail: gradstudy@oise.utoronto.ca
Website: www.ro.oise.utoronto.ca

Table of Contents

Important Notices 4

History and Function of OISE/UT 6

OISE/UT and SGS Administrative Officers (Partial List) 8

Sessional Dates and Deadlines 10

General Information 16
Travaux et Thèses en Français 16
Course Selection for Continuing M.A., M.T., M.Ed., Ed.D., and Ph.D. Students 16
Definition of Full-Time Student 16
Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions 16
Study in Summer Session 17
Off-Campus/Distance Education 17
Required Period of Full-Time Study 17
Flexible-time Ph.D. 18
Dual Registration for M.A. and Ph.D. Candidates 18
Transfer Credit 18
Transfer Between Programs 18
Continuity of Registration 18
Parental Leave 19
Leave for Health Problems or Personal Circumstances 19
Course Changes and Course Completion 19
Withdrawal From a Degree Program 19
Grade Reports 19
Transcripts 20
Satisfactory Evidence of Freedom from Tuberculosis 20
Criminal Record Report 20

Minimum Admission and Degree Requirements 22
Master of Education (M.Ed.) 22
Master of Arts (M.A.) 23
Master of Teaching (M.T.) 25
Doctor of Education (Ed.D.) 25
Doctor of Philosophy (Ph.D.) 27
Special Students 28

Application Procedures 29

Graduate Programs by Department 34
Summary of Departments, Programs and Fields 34
Collaborative Programs 34
Course Numbering Explained 34
Individual Reading and Research Courses 34
Special Topics Courses 34

Adult Education and Counselling Psychology (AECP) 35
Adult Education and Community Development 42
Counselling Psychology 53

Curriculum, Teaching and Learning (CTL) 63
Curriculum 68
Master of Teaching in Elementary and Intermediate Education 80
Measurement and Evaluation 83
Second Language Education 86
Teacher Development 93

Human Development and Applied Psychology (HDAP) 100
Child Study and Education 105
Developmental Psychology and Education 107
School and Clinical Child Psychology 110

Sociology and Equity Studies in Education (SESE) 122

Sociologie et d'études de l'équité en éducation 122
Sociology in Education 122

Theory and Policy Studies in Education (TPS) 139
Educational Administration 141
Higher Education 152
History and Philosophy of Education 160

Collaborative Graduate Degree Programs 170
Addiction Studies 170
Aging and the Life Course 170
Comparative, International and Development Education 171
Community Development 174

Developmental Science 175
Environmental Studies 176
Women's Studies (GCWS) 176

Interdepartmental Research Areas . . 178
Aboriginal Education 178
Critical Pedagogy and Cultural Studies 179
Études franco-ontariennes en éducation 179
Gender Equity in Education 180
Language and Critical Pedagogy 180
Learning and Work 180
The Nature and Development of Literacy 181
Transformative Learning 181
Women's Studies/Feminist Studies 182

Research and Field Activities 183

Research and Development Centres

Centre for the Advancement of Measurement,
  Evaluation, Research and Assessment 183
Centre for Applied Cognitive Science 183
Centre for Franco-Ontarian Studies 183
Centre de recherches en éducation
  franco-ontarienne 184
Centre for Integrative Anti-Racism Studies 184
Centre for Media and Culture in Education 184
Centre for Studies in Science, Mathematics and
  Technology Education 185
Centre for the Study of Education and Work 185
Centre for Teacher Development 185
Centre for Women's Studies in Education 185
Comparative, International, and Development
  Education Centre 186
Dr. R. G. N. Laidlaw Research Centre 186
Modern Language Centre 186
Transformative Learning Centre 187

Field Centres

Midwestern Centre 187
Northwestern Centre 188
Trent Valley Centre 188

Fees 189

Financial Support 192

Student Services and Facilities 198
OISE/UT Student Services and Facilities 198
Alumni Association 198
Education Commons 198
Graduate Students' Association (GSA) 198
Indigenous Education Network (IEN) 199
International Students' Association (ISA) 199
Kidspace Daycare 199
Student Services Office 199
University-Wide Student Services and Facilities . . 200

Policies and Regulations 203

Academic Staff 205

Index 209

Important Notices

Applications/Admissions

OISE/UT cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2005/2006 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 189 - 191, are from the 2004/2005 schedule. The University reserves the right to alter the fees and other charges described in this ***Bulletin***.

Changes in Programs of Study and/or Courses

The programs of study that our ***Bulletin*** lists and describes are available for the year(s) to which the ***Bulletin*** applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 - 15). There are enrolment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to select courses.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs of study, courses, or sections listed in the ***Bulletin***, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 31 - 32.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program of study in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). For full details, applicants and students are advised to consult the ***School of Graduate Studies Calendar*** or visit their Website **<www.sgs.utoronto.ca>**.

History and Function of OISE/UT

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

History

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers in Ontario. In 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College. In 1906, Faculties of Education were organized at the University of Toronto and at Queen's University to educate secondary teachers, following the recommendation of a Royal Commission that the education of teachers "is best performed where theory and practice can be made to supplement each other."

The Faculty of Education at the University of Toronto offered professional secondary school courses in pedagogy. The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory school in order to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education at Toronto was designated the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, the OCE was the sole institution in the province for the preparation of secondary school teachers. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. Its five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education, are members of Division II (Social Sciences) of the University's School of Graduate Studies.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE/UT developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE/UT

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

OISE/UT and SGS Administrative Officers (Partial List)

School of Graduate Studies

Susan Pfeiffer, Ph.D.
Dean

Sandra Acker, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

OISE/UT

Dean's Office

Jane S. Gaskell, Ed.D.
Dean

Glen Jones, Ph.D.
Associate Dean, Academic

Normand Labrie, Ph.D.
Associate Dean, Research and Graduate Studies

N. Carol Rolheiser, Ph.D.
Associate Dean, Teacher Education

Endowed Chairs

Daniel Keating, Ph.D.
The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Marlene Scardamalia, Ph.D.
The Presidents' Chair in Education and Knowledge Technologies

Michael Skolnik, B.Phil.
The William G. Davis Chair in Community College Leadership

Canada Research Chairs

Chris Moore, Ph.D.
Canada Research Chair in Social Cognitive Development

Karen Mundy, Ph.D.
Canada Research Chair in Global Governance and Comparative Educational Change

Keith Stanovich, Ph.D.
Canada Research Chair in Applied Cognitive Science

Rinaldo Walcott, Ph.D.
Canada Research Chair in Social Justice and Cultural Studies

Department Chairs

Lana Stermac, Ph.D.
Adult Education and Counselling Psychology (AECP)

Dennis Thiessen, Ph.D.
Curriculum, Teaching and Learning (CTL)

Janet W. Astington, Ph.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Jack Quarter, Ph.D.
Adult Education and Counselling Psychology (AECP)

Tara Goldstein, Ph.D.
Curriculum, Teaching and Learning (CTL)

Douglas McDougall, Ph.D.
Curriculum, Teaching and Learning (CTL)

Mary Louise Arnold, Ed.D.
Human Development and Applied Psychology (HDAP)

Monica Heller, Ph.D.
Sociology and Equity Studies in Education (SESE)

Cecilia Morgan, Ph.D.
Theory and Policy Studies in Education (TPS)

Field Centre Heads

Wayne Seller, M.Ed.
Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

Lynne Hannay, Ph.D.
Midwestern Centre

John A. Ross, Ph.D.
Trent Valley Centre

Registrar's Office

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

TBA
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECP, HDAP and CTL - M.T.)

Linda Pereira
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE, TPS and CTL - T.D.)

Advisory Board (as of September 2004)

• Representatives of Teacher Organizations

Ruth Baumann
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Roger Régimbal
Association des enseignantes et des enseignants franco-ontariens

Greg Pollock
Ontario English Catholic Teachers' Association

• Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education

Gerri Gershon
Trustee, Toronto District School Board

Bill Hogarth
Director of Education, York Region District School Board

• Representative of Colleges of Applied Arts and Technology

Robert Gordon
Humber College

• Representative of the Ministry of Education

TBA
Ministry of Education

• Representative of the Ministry of Training, Colleges and Universities

Bob Christie
Ministry of Training, Colleges and Universities

• Representatives of the Professional, Business and Labour Communities

Yvonne Chiu
University of Toronto (Scarborough)

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chair, Torstar and Chair, Allelix

Kenneth Lalonde
Executive Vice-President, CIBC

Monique Landry-Sabourin
P. & M. Sabourin Translation Services

Penny Milton
CEO, Canadian Education Association

Jamie Toguri
Native Child and Family Services of Toronto

James Turk
Executive Director, Canadian Association of University Teachers

• OISE/UT Alumni

Inez Elliston
OISE/UT Alumni Association

• Representatives of the Internal Community

Blair Mascall
Faculty

Kim Holman
Staff

Meredith Lordan
Student

Jane S. Gaskell (Ex Officio)
Dean

Alister Cumming (Ex Officio)
Chair, Faculty Council

• Decanal Appointments

Glen Jones
Associate Dean, Academic, OISE/UT

Normand Labrie
Associate Dean, Research and Graduate Studies, OISE/UT

Carol Rolheiser
Associate Dean, Teacher Education, OISE/UT

Carolyn Tuohy
Vice-President - Government and Institutional Relations, University of Toronto

Sessional Dates and Deadlines

Please note the following:

✦ The **Academic Year** is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

✦ Each department may also have deadlines related to these general Sessional Dates and Deadlines.

✦ University policy states that the first day of classes in the September session in all teaching divisions should not be sceduled on the first and second days of Rosh Hashanah (from 1 1/2 hours before sunset on Monday, October 3, 2005 to about 1 1/2 hours after sunset on Wednesday, October 5, 2005) or on Yom Kippur (from about 1 1/2 hours before sunset on Wednesday, October 12, 2005 to about 1 1/2 hours after sunset on Thursday, October 13, 2005).

2005

January 3	Lectures begin for the 2005 Winter Session
January 7	Deadline for registration for students beginning their programs in the 2005 Winter Session. After this date a late registration fee will be charged
January 7	Final date to request a deferral of admission from the 2005 Winter Session to the 2006 Winter Session
January 14	Grade submission date for the 2004 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 14	Deadline for SDF designation for 2004 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended fo the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2004 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 21	Deadline for adding 2005 Winter Session courses
January 28	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council

2005 continued

February 15	Deadline for M.Ed., M.A.(T), and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2005 Winter Session
February 25	Deadline for withdrawing from the 2005 Winter Session and full-year courses without academic penalty
March 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
March 14-18	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 21-24	Course selection information will be available for continuing students, for the 2005 Summer Session, 2005 Fall Session and the 2006 Winter Session
March 25	Good Friday (University closed)
April 1	Deadline for formation of M.A. and Ed.D. thesis committees
April 1	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, first term
April 11	Last day of 2005 Winter Session and full-year lectures
April 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2005 Summer Session, first term courses
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 22	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2005 Summer Session, the 2005 Fall Session and the 2006 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 2	Lectures begin for the 2005 Summer Session, first term
May 6	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2005 Summer Session, second term, **and** the 2005 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
May 6	Deadline for registration for 2005 Summer Session courses which begin in May
May 13	Deadline for registration for 2005 Summer Session Independent Study and Research
May 13	Deadline for adding 2005 Summer Session courses which begin in May

2005 continued

May 13	Grade submission date for 2005 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 13	Deadline for SDF designation for 2004 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 23	Victoria Day (University closed)
June 1	June Convocation - M.A., Ph.D. (2:30 pm)
June 2	June Convocation - M.Ed., Ed.D. (2:30 pm)
June 3	Deadline for dropping 2005 Summer Session, first term courses
June 3	Final date for Special Students to submit application forms with all pertinent documentation for application to 2005 Summer Session, second term
June 10	Deadline for adding 2005 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 13	Last day of 2005 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2005 Summer Session, second term courses
June 17	June Convocation - M.A.(T), M.T. (9:30 am)
June 30	Deadline for dropping 2005 Summer Session, May to August courses
July 1	Canada Day (University closed)
July 4	Lectures begin for the 2005 Summer Session, second term
July 5	Deadline for M.Ed., M.A.(T), and M.A. (Child Study and Education) students to request convocation in the Fall if **all** degree requirements will be completed in the 2005 Summer Session
July 8	Deadline for registration, without late fee, for 2005 Summer Session, second term
July 8	Final date to request a deferral of admission from the 2005 Summer Session to the 2006 Summer Session
July 15	Deadline for adding 2005 Summer Session, second term courses
July 29	Deadline for dropping 2005 Summer Session, second term courses
July 29	Grade submission date for 2005 Summer Session, **first term courses**. Grades will be available on ROS (via SWS) approximately one week after this date
July 29	Deadline for adding 2005 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 1	Civic Holiday (University closed)
August 5	Final date for special students to submit application form with all pertinent documentation for applicatio to 2005 Fall Session
August 15	Last day of 2005 Summer Session, second term lectures

2005 continued

August 31	Recommended date for payment of fees for the 2005/2006 academic year
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2005 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 5	Labour Day (University closed)
September 12	Lectures begin for the 2005 Fall Session and full-year courses
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at November Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 16	Deadline for 2005/2006 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 16	Final date to request a deferral of admission from the 2005 Fall Session to the 2006 Fall Session
September 16	Grade submission date for 2005 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date
September 16	Deadline for SDF designation for 2005 Winter Session courses to be changed to a regular grade, an INC or a failing grade
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at November Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
September 30	Deadline for adding 2005 Fall Session and full-year courses
September 30	Deadline for students whose degrees are to be conferred at November Convocation to submit the final Ph.D. or Ed.D. thesis
October 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
October 10	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. M.A.(T), and M.A. (Child Study and Education) students to request convocation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2005 Fall Session
November 1	Final date to request a change of start date from the 2005 Summer Session or the 2005 Fall Session to the 2006 Winter Session
November 4	Deadline for withdrawing from 2005 Fall Session courses without academic penalty
November 4	Final date for Special Students to submit application forms with all pertinent documentation for application to the 2006 Winter Session
November TBA	November Convocation - Ed.D., M.Ed., M.A.(T), M.T.
November TBA	November Convocation - Ph.D., M.A.

2005 continued

December 1	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, the 2006 Fall Session and the 2007 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
December 1	Deadline for receipt of applications for a 2006 Fall Session and 2007 Winter Session Graduate Assistantship (for full-time study only)
December 12	Last day of lectures for the 2005 Fall Session
December 12	Deadline for adding 2006 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2006 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 22 - January 3	University closed

2006

January 9	Lectures begin for the 2006 Winter Session
January 13	Deadline for registration for students beginning their programs in the 2006 Winter Session. After this date a late registration fee will be charged
January 13	Final date to request a deferral of admission from the 2006 Winter Session to the 2007 Winter Session
January 13	Grade submission date for the 2005 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 13	Deadline for SDF designation for 2005 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended fo the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2005 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 27	Deadline for adding 2006 Winter Session courses
January 27	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council

2006 continued

February 15	Deadline for M.Ed. M.A.(T), and M.A. (Child Study and Education) students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2006 Winter Session
March 3	Deadline for withdrawing from the 2006 Winter Session and full-year courses without academic penalty
March 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
March 13-17	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 21-24	Course selection information will be available for continuing students, for the 2006 Summer Session, 2006 Fall Session **and** the 2007 Winter Session
April 7	Final date for Special Students to submit application forms with all pertinent documentation for application to 2006 Summer Session, first term
April 13	Last day of 2006 Winter Session and full-year lectures
April 14	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at June Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at June Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 28	Deadline for students whose degrees are to be conferred at June convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2006 Summer Session, the 2006 Fall Session and the 2007 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, second term, **and** the 2006 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses, or for financial support
May 19	Grade submission date for 2006 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 19	Deadline for SDF designation for 2005 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 22	Victoria Day (University closed)
June 2	Final date for Special Students to submit application forms with all pertinent documentation for application to 2006 Summer Session, second term
June TBA	June Convocation

General Information

Travaux et Théses en Français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la page 179 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling

D. Schugurensky

Département de curriculum, d'enseignement et d'apprentissage

N. Bélanger, A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, N. Labrie, S. Lapkin, R. S. McLean, M. K. Swain, D.N. Wilson

Département du développement humain et de psychologie appliquée

M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation

N. Bélanger, M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation

S.E. Anderson, D. Haché

Voir la section *Interdepartmental Research Area* pour une description des cours en français, sous la rubrique "Études en français" à la page 179.

Course Selection for Continuing M.A., M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2005 Summer Session, the 2005 Fall Session and the 2006 Winter Session will be available near the end of March 2005 at **<www.ro.oise.utoronto.ca>**.

Students should select courses before April 30 by using the Web service at **<www.rosi.utoronto.ca>**

NOTES:

1) For courses which require the instructor's approval or which are extra to your program of study, return the completed course selection forms to the Registrar's Office, Graduate Studies Registration Unit.

2) Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

3) If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2005 Fall Session and the 2006 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) Two half-courses in each of the two sessions

b) Four half-courses which run for both the Fall and Winter Sessions

c) Two full courses which run for both the Fall and Winter Sessions
OR

d) Where scheduling necessitates, two half-courses which run for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- ✦ **The Ed.D. in Higher Education** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

All Ph.D. candidates, and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

OISE/UT offers off-campus sections of some courses. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Application Procedures

Applicants may contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 187 - 188). Application information and forms are available at **<www.ro.oise.utoronto.ca>**.

NOTE: Application procedures are the same for all students (see pages 29 - 33).

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 35 - 169.

Students who have selected off-campus sections of courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrolment is low.**

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students who have already been admitted to a degree program will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions, i.e., September to December and January to April in the same academic year
OR

b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session:

- ✦ **The Ed.D. in Higher Education** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

Flexible-time Ph.D.

Flexible-time Ph.D. degree programs are offered in Adult Education and Community Development, Educational Administration and Higher Education, and differ from the regular full-time Ph.D. degree programs in design, delivery, and funding. Consult page 28, and the departmental sections, on pages 35 - 169 for further details.

Dual Registration for M.A. and Ph.D. Candidates

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE/UT.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's degree program.

   NOTE: Only the appropriate Ph.D. fees will be charged.

d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Courses completed during the period of dual registration will be credited to the master's degree.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. degree program.

Transfer Credit

Candidates who have completed graduate courses beyond that required for admission to an OISE/UT degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required.

Transfer Between Programs

M.A. and M.Ed. candidacy is not normally interchangeable. Similarly, the two doctoral degree programs, Ph.D. and Ed.D., are distinct in design and orientation and **candidacy is not normally interchangeable.** It is therefore most important for applicants to give serious consideration to their choice of program.

Continuity of Registration

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been completed.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter session **before they are past the 'minimum period of registration' or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer session, a change to part-time status must have been made in the previous Winter session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the summer session does not affect a student's status in the following Fall/Winter session.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

Parental Leave

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships or OISE/UT Scholarships or other OISE/UT awards or bursaries. However, under some circumstances OISE/UT Graduate Assistantships and OISE/UT funding may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The Office of Student Services will be able to provide further details on this.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

Leave for Health Problems or Personal Circumstances

Graduate students whose degree programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program. Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the university, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 10 - 15. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 15. These dates are mandatory. They represent the dates on which the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTES:

1) Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 204.)

2) Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at **<www.rosi.utoronto.ca>**. Please refer to the Sessional Dates in this ***Bulletin*** for further information.

Transcripts

Requests for transcripts of academic records, with the exceptions listed below, should be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: **www.rosi.utoronto.ca**

Exceptions

The Additional Qualification Program for Educators
Requests for transcripts should be made to:
The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
OR 1-800-443-7612
Fax: 416-923-7834

Requests for transcripts for the following programs should be made directly to the respective division.

School of Continuing Studies
Toronto School of Theology
Woodsworth College Pre-University Program

At the time of printing this ***Bulletin***, the charge for a transcript is $10.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 191 and 204.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Satisfactory Evidence of Freedom from Tuberculosis

Applicants to the two-year Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program are required to submit satisfactory evidence of freedom from tuberculosis **(under review)**.

The test must:

a) be done during the twelve months prior to the start of the program of study

b) clearly show the date(s) when the tuberculin test was administered and include one of the following results:
   - a negative tuberculin or 'skin test'
   OR
   - a positive tuberculin or 'skin test' followed by a normal chest x-ray
   OR
   - a normal chest x-ray

   If the stated result is anything other than one of the above three, candidates must provide a written statement from their doctor indicating that they are not a health risk and that they can be in close contact with children. This written statement must be on letterhead and include the candidate's full name

c) show the name of the doctor or testing agency

d) be signed and dated by an authorized health professional currently practicing in Canada.

NOTE: Immunization cards and self-evaluated test results are not acceptable.

Candidates will not be allowed to attend the Child Study and Education Program or the Master of Teaching in Elementary and Intermediate Education Program if proof of freedom from active tuberculosis is missing, incomplete or unacceptable to OISE/UT **(under review)**.

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

Criminal Record Report

School Board Requirements

The Child Study and Education two-year program and the Master of Teaching in Elementary and Intermediate Education program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory criminal background check prior to having direct contact with students. Without a satisfactory criminal record report the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
E-mail: oesc-cseo@opsba.org
Website: **www.oesc-cseo.org**

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of criminal record reports and an Applicant's Declaration about their suitability for registration.

Note that the report is valid for 6 months only. Questions regarding a criminal record report which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800

Definitions

AQ: Additional Qualifications for Educators
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

Minimum Admission and Degree Requirements

OISE/UT conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

- Master of Education (M.Ed.)
- Master of Arts (M.A.)
- Master of Teaching (M.T.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 29 - 33.

Following is an outline of the **minimum** admission, program of study and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs of study.

Applicants who hold professional degrees only, and who wish to pursue graduate degrees in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Master of Education (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

   At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

   An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

   Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program and may increase the degree fee.

The minimum requirements for the M.Ed. degree are as follows:

a) While in some OISE/UT departments additional requirements have been established, in keeping with their department's requirement, students must undertake one of the following options to complete their degree. Not all Options are available in all departments.

✦ **Option I - Coursework and Comprehensive Requirement:**
ten half-courses plus a comprehensive examination/requirement.
✦ **Option II - Research Project:**
eight half-courses plus a research project or a Major Research Paper.
✦ **Option III - Thesis:**
six half-courses plus a thesis.
✦ **Option IV - Coursework only:**
ten half-courses

The M.Ed. degree requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

b) Full-time study, though desirable, is not required.

c) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter session **before they are past the 'minimum period of registration' or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer session, a change to part-time status must have been made in the previous Winter session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the summer session does not affect a student's status in the following Fall/Winter session.

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** of first enrolment.

f) **Candidates must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

✦ **Summer Session completion - apply by July 5**
Candidates will receive their diploma at the November convocation ceremony.
✦ **Fall Session completion - apply by October 15**
Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
✦ **Winter Session completion - apply by February 15**
Candidates will receive their diploma at the June convocation ceremony.

Master of Arts (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

Regulations concerning the M.A. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs of study comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education and Community Development, Curriculum, Educational Administration, and Higher Education are generally one-year programs of study comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program. Consult departmental information for full details, pages 35 - 169.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to a University of Toronto degree.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. at OISE/UT are as follows:

a) **A one-year degree program** comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.

b) Candidates admitted to an extended program of study **(one and one-half years)** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

c) Candidates admitted to a **two-year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. candidates, with the exception of the two-year Child Study and Education Program which does not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full-time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information for full details, pages 35 - 169.

f) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter session **before they are past the 'minimum period of registration' or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer session, a change to part-time status must have been made in the previous Winter session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the summer session does not affect a student's status in the following Fall/Winter session.

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrolment for candidates admitted to one-year (six or eight half-course) degree programs and **within six years** of first enrolment for candidates admitted to one and one-half- year (ten half-course) or two-year (twelve half-course) degree programs.

Master of Teaching (M.T.)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.
(See pages 80 - 83 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Applicants normally must:

) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

) Be interviewed by a panel of faculty, teachers and students.

OTE: Given the limited number of students in this egree program, not all eligible applicants can be nterviewed or admitted.

ecause applicants are applying to a teacher education rogram, they also need to submit the following items ith their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis is required at the beginning of each academic year **(under review)**. See page 20 for further information.

NOTE: In addition, a criminal record report is required for certification by the Ontario College of Teachers. See pages 20 - 21 for further information.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advance standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (Ed.D.)

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 35 - 169.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 35 - 169.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 35 - 169.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following and who are undertaking their required period of full-time study in the Summer Session:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

b) In most degree programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 35 - 169).

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course Ed.D. degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. degree must be completed **within six years** of first enrolment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice.

Regulations concerning the Ph.D. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years. **Please also see the section on page 28 regarding the flexible-time Ph.D.**

NOTE: Transfer to the flexible-time Ph.D. is not normally permitted.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalency. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 35 - 169.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

b) Holders of master's degrees other than the OISE/UT M.A. in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in an OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE/UT Guidelines for the QRP,*** available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral degree program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field of specialization at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a '**Leave of Absence Form**' requesting the leave and outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must have an approved thesis topic, supervisor and an approved thesis committee by the end the third year of registration.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ph.D. degree program must be completed **within six years** of first enrolment as a Ph.D. candidate.

Flexible-time Ph.D. Degree Programs

The Ph.D. programs in Adult Education and Community Development, Educational Administration and Higher Education may be undertaken on a "flexible-time" basis. The flexible-time program is intended for practicing professionals who can demonstrate that their employment or other professional work is related to their intended field of study and research interests. The flexible-time Ph.D. differs from the full-time Ph.D. in design, delivery and funding. All requirements for the flexible-time Ph.D. are the same as those for the full-time Ph.D. Students who are considering the flexible-time Ph.D. should ensure that they will have adequate time on campus to attend classes and to fulfil the academic requirements of a Ph.D. program. Students must register full-time for the first four years of the flexible-time program, and may be part-time thereafter, with their Department's approval.

Students admitted to a flexible-time Ph.D. program are not eligible for OISE/UT Graduate Student Financial Support, nor can they transfer to the full-time Ph.D. Graduate Student Financial Support cohort at a later date. Applicants interested in a flexible-time Ph.D. program must review the relevant information in the current SGS Calendar, available at **<www.sgs.utoronto.ca>**. In addition, applicants are strongly encouraged to contact the department (e.g. Program Coordinator) for details.

Special Students

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant may no apply for admission to a degree program at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

Although based on the Web, the application is a self-administered application. Applicants are required to gather all relevant documentation and submit it together with completed application forms, all in hardcopy, to the Registrar's Office, Graduate Studies Admissions Unit. Application forms and supporting documentation cannot be submitted electronically. It is essential to include two copies of each item (with the exception of the sample of written work).

✦ **Complete applications** will be processed upon receipt.

✦ **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Application Forms and Further Information

For application information and forms, visit the Registrar's ffice Website: **www.ro.oise.utoronto.ca**

f you require further information, contact:
ISE/UT Registrar's Office
raduate Studies Admissions Unit, Room 4-485
52 Bloor Street West
oronto, Ontario M5S 1V6
elephone: 416-923-6641 ext. 2663
ax: 416-323-9964
-mail: gradstudy@oise.utoronto.ca

. Deadlines

pplicants are encouraged to submit their application as oon as possible. **Complete applications (including ll supporting documentation) must have been ubmitted no later than December 1, 2004,** for gistration in the 2005/2006 academic year.

hile applications will be accepted after this date, no uarantee can be given that the application will be nsidered for admission to either degree programs or urses. As well, applications received after this date may t be considered for financial support.

If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 4, 2005	for 2005 Summer Session First Term (May)
May 6, 2005	for 2005 Summer Session Second Term (July)
May 6, 2005	for 2005 Fall Session (September)
October 7, 2005	for 2006 Winter Session (January)

NOTE: The deadline for application for the 2006/2007 academic year will be December 1, 2005.

4. Non-refundable Application Fee Plus Non-refundable Service Fee

All applicants (excluding those currently registered in an OISE/UT master's program and continuing into an OISE/UT doctoral program) must submit with their application the Non-refundable Application Fee plus the Non-refundable Service Fee. Your application will not be processed unless both fees have been paid. There are no refunds, waivers or deferrals of either of these fees. A single Application Fee plus a single Service Fee is applicable even if you are applying to more than one OISE/UT program of study.

NOTE: For 2005/2006 the Application Fee is $90 Canadian and the Service Fee is $70 Canadian for a total $160 Canadian. These fees are subject to change for 2006/2007.

The Application Fee and Service Fee can be paid only via certified cheque, money order, bank draft or accepted credit card. A certified cheque, money order or bank draft must be payable to the "University of Toronto" (write your full name and date of birth on the back of the certified cheque, money order or bank draft). An uncertified cheque cannot be processed and will be returned to you. We also accept VISA or MasterCard.

NOTE: Do not send cash in the mail. All payments must be in Canadian funds.

5. Supporting Documentation

You are required to gather all relevant documentation and submit it together with the completed application forms.

Under exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to our office. Sometimes an issuing institution will prefer to send official transcripts to another academic institution directly. Or sometimes a referee will prefer to send their "***Letter of Reference to Support Application for Admission to Graduate Studies in Education***" to our office directly. Documents received separately from an application will be matched with the application.

Documentation sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Ensure that "Graduate Studies Admissions Unit" is clearly stated on the envelope. If not, there will be a delay in processing or we may not receive the documents.

All documents submitted in support of your application become and remain the property of the University of Toronto and are not returnable or transferable.

a) Transcripts

Two official transcripts of your academic record from each and every university that you have attended must be included in your application. University study includes degree programs, pre- and post-degree courses (even a single course), and professional development (e.g. Additional Qualification Courses for Educators). If you are applying to a doctoral program, official transcripts pertaining to both bachelor's and master's degrees must be submitted with your application.

Official transcripts are transcripts received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Make arrangements to have official transcripts sent to you and include them in the issuing institution's unopened envelope(s) as part of your application. Transcripts must be received in our office in a sealed envelope, signed/ stamped by the issuing institution. Do not open the envelope. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, will not be considered official.

Official English language translations must accompany all foreign documentation not written in English. An official translation is one received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from an accredited Translation Service.

b) Letters of Reference

A minimum of **two** supporting letters of reference, one academic and one professional, must be included in your application.

Some degree programs require additional letters of reference. Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom you have studied. The professional reference should be from a referee who is familiar with your professional work and promise.

c) Résumé

Two copies of your up-to-date résumé or curriculum vitae must be included in your application.

The résumé should detail your employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a Statement of Intent (also known as a plan of study) must be included in your application. The Statement of Intent should detail your study and/or research interests, career goals and reasons for seeking admission. You may also wish to identify OISE/UT faculty members with whom you are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

e) 'Other' Documentation

Some departments or programs require additional supporting documentation. **Two** copies of all 'other' supporting documentation must be included in your application (with the exception of the sample of written work). Refer to the relevant departmental section(s) in the OISE/UT ***Bulletin*** for further information. For example:

- Applicants to the School and Clinical Child Psychology Program are requested to submit an additional academic letter of recommendation.
- Applicants to some M.Ed. or Ed.D. degree programs are required to submit documents attesting to teacher education and certification.
- Applicants to the Department of Sociology and Equit Studies in Education are required to submit a sample of their written work in the area of the social sciences

- Applicants to the two-year Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program are required to submit a photocopy of a Canadian birth certificate or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.

- Applicants to the two-year Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program are required to submit satisfactory evidence of freedom from tuberculosis. **Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year (under review).** See page 20 for further information.

NOTE: In addition, a criminal record report is required for certification by the Ontario College of Teachers. See pages 20 - 21 for further information.

6. English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language facility as part of a complete application for admission. When evidence of English language facility is required, an Offer of Admission will not be issued until the requirement is fully satisfied. n addition, because available spaces in a program are imited a department may not reserve an offer of admission f the English language requirement is not satisfied at the ime of application.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the ollowing tests. Test scores must be forwarded directly rom the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official.

✦ **Test of English as a Foreign Language (TOEFL)**
Educational Testing Service, P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.
Telephone: 609-771-7100 or 1-877-863-3546
Website: **www.toefl.org**

Presently, the TOEFL is offered in **two** formats:
paper-based, on which a minimum total score of 580 is required
OR
computer-based, on which a minimum total score of 237 is required.

The TOEFL must include a Test of Written English (TWE) or an Essay Rating Score with a minimum score of 5.0 required on both the paper- and the computer-based tests. The OISE/UT "Institution Code" is 0982.

✦ **Michigan English Language Assessment Battery (MELAB)**
English Language Institute, MELAB Office
University of Michigan, TCF Building
401 E. Liberty, Suite 350
Ann Arbor, Michigan
48109-2298, U.S.A.
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: **www.lsa.umich.edu/eli/melab.htm**
OR
The Toronto MELAB Test Centre
University of Toronto, New College
21 Classic Avenue
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: **www.library.utoronto.ca/melab**

The minimum MELAB score required is 85.

✦ **International English Language Testing System (IELTS)**
University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
Website: **www.ielts.org**

Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519-748-3516.

The minimum IELTS score required is 7.0.

✦ The Certificate of Proficiency in English (COPE)

COPE Testing Limited
429 Danforth Avenue
P.O. Box 462
Toronto, Ontario M4K 1P1
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: **www.copetest.com**

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component).

✦ The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course

252 Bloor Street West, Room 4-106
Toronto, Ontario M5S 1V6
Telephone: 416-978-5104
E-mail: scs.esl@utoronto.ca
Website: **www.learn.utoronto.ca/esl**

The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course completed at the Level 60 (advanced) with a grade of at least 'B' is required.

7. Graduate Assistantships

OISE/UT Graduate Assistantships are available for full-time registration only, within any program of study. For all full-time Ph.D. programs of study, submission of a graduate assistantship application is mandatory. Application forms must be received by December 1 prior to the academic year for which the application is being submitted.

For more information on OISE/UT Graduate Assistantships contact:
OISE/UT Student Services Office
252 Bloor Street West, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
E-mail: gradfinasst@oise.utoronto.ca
Website: **www.oise.utoronto.ca/studentservices**

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of being an OISE/UT graduate student. It is very unfortunate when a student cannot continue in their program of study due to financial hardship. See pages 192 - 197 for information on graduate student financial support. Also see pages 189 and 190 for information on International Student Fees.

8. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

9. Deferrals

✦ Deferral of Admission

Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for the 2005 Fall Session but is not able to begin the program until the 2006 Fall Session, the student's request for deferral must be received no later than September 16, 2005. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new university-level study completed in the interim period.

Applicants whose requests for deferral of admission have been approved and who have been awarded an OISE/UT Graduate Assistantship may not defer the award to the next academic year. OISE/UT Graduate Assistantship applications are available in September for the following academic year.

✦ Delay to the Winter Session

Some degree programs permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered.

Applicants who have been awarded an OISE/UT Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 22 - 28.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students.

Those accepted with standing lower than a University of Toronto **mid-B** may not apply for admission to a degree program at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE/UT's five departments - their Programs, Fields of specialization, courses and faculty. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Summary of OISE/UT's Departments, Programs and Fields of Specialization

NOTE: Applicants select a program of study in the following sequence: Department, Program (and Field of specialization if applicable).

Adult Education and Counselling Psychology

1) Adult Education and Community Development Program
2) Counselling Psychology Program
   Fields: *a) For Psychology Specialists*
   b) For Community and Educational Settings
   c) Guidance and Counselling

Curriculum, Teaching and Learning

1) Curriculum Program
2) Master of Teaching in Elementary and Intermediate Education Program
3) Second Language Education Program

Human Development and Applied Psychology

1) Child Study and Education Program
2) Developmental Psychology and Education Program
3) School and Clinical Child Psychology Program

Sociology and Equity Studies in Education

1) Sociology in Education Program

Theory and Policy Studies in Education

1) Educational Administration Program
2) Higher Education Program
   Fields: *a) Higher Education*
   b) Health Professional Education
3) History and Philosophy of Education Program
   Fields: *a) History of Education*
   b) Philosophy of Education

Collaborative Programs

OISE/UT also participates is several Collaborative Programs. Please see pages 170 - 177 for more information.

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the course number. Full courses are identified by a **Y** after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to the 1998 Summer Session, OISE/UT graduate courses were prefixed with EDT.

AEC:	Adult Education and Counselling Psychology
CTL:	Curriculum, Teaching and Learning
HDP:	Human Development and Applied Psychology
SES:	Sociology and Equity Studies in Education
TPS:	Theory and Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 to 1799 series refers to master's level courses; CTL1800 to 1999 series refers to doctoral level courses, etc.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE/UT's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's home department and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 15.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in regular course offerings.

Adult Education and Counselling Psychology (AECP)

The Department of Adult Education and Counselling Psychology consists of two distinct programs:

- **Adult Education and Community Development**
- **Counselling Psychology**

Each program offers the following degrees: M.Ed., M.A., Ed.D. and Ph.D. In the Counselling Psychology Program the M.A. and Ph.D. degrees lead to eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario. The M.Ed. degree provides the basic preparation for Certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association.

The Adult Education and Community Development Program also offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. In addition, there is a Certificate in Adult Training and Development for those with an interest in that area. The Counselling Psychology Program offers a Certificate of Completion in Cognitive Behavioural Therapy.

The Department is also involved in several graduate collaborative programs (page 40) as well as the Initial Teacher Education program (page 40).

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Adult Education and Community Development Program

Nancy Jackson, Program Coordinator
Telephone: 416-923-6641 ext. 2440
E-mail: njackson@oise.utoronto.ca
OR
Susan Hall, Graduate Program Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Counselling Psychology Program

Niva Piran, Program Coordinator
Telephone: 416-923-6641 ext. 2339
E-mail: npiran@oise.utoronto.ca
OR
Susan Hall, Graduate Program Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Chair of the Department

Lana Stermac, Ph.D. (Toronto)
Professor
lstermac@oise.utoronto.ca

Associate Chair of the Department

Jack Quarter, Ph.D. (Toronto)
Professor
jquarter@oise.utoronto.ca

Adult Education and Community Development Program

✦ Faculty

Eileen Antone, Ed.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program, University of Toronto
(First Nations Education and Indigenous Studies)
eantone@oise.utoronto.ca

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
Professor
(teacher development; teacher education; qualitative research methods; arts-informed research methods; Alzheimer disease and caregiving)
acole@oise.utoronto.ca

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum, Teaching and Learning
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)
jfarrell@oise.utoronto.ca

Anne Goodman, PhD (OISE/UT)
Assistant Professor
(transformative learning; paradigmatic approaches to globalization; ecological education; community-based approaches to peace, reconciliation and social change; spirituality and education; alternative ways of knowing, including African and Aboriginal perspectives)
agoodman@oise.utoronto.ca

Nancy S. Jackson, Ph.D. (British Columbia)
Associate Professor
(workplace learning theory, policy and praxis; social organization of skill/working knowledge; cultural studies of working life; labour and gendered perspectives on work and learning; adult literacy; social practice approaches to literacy theory and practice; critical, ethnographic, institutional and participatory research methodologies)
njackson@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Professor
(creative inquiry through forms of qualitative research [especially arts-informed research, reflexive inquiry and life history, personal history/autobiography and ethnography]; personal and professional learning; environmental and outdoor education as well as sense-of-place studies [including ecological identity]; education/school architecture; alternative and home education [including parental involvement in schools and education]; community involvement in education; teacher development and education [especially personal history influences on teaching practices, alternative models of preservice teacher education, and adult oriented pedagogies])
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Associate Professor
(workplace redesign, renewal and change management; organizational learning across sectors; work team development and transformative leadership; action research for organizational change; experiential and self-directed adult education; on-line informal learning through communities of practice in the workplace)
mlaiken@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed from Sociology and Equity Studies in Education
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
Professor
(social movement learning; critical feminist and anti-colonial theory and analysis; critical theory; globalization and local & global resistance; community education, development and change)
amiles@oise.utoronto.ca

Kiran Mirchandani, Ph.D. (McGill)
Associate Professor
(gendered/racialized processes in work settings; critical perspectives on organizational development and learning; globalization and economic restructuring)
kmirchandani@oise.utoronto.ca

Shahrzad Mojab, Ph.D. (Illinois)
Associate Professor
(equity and diversity in the workplace; educational policy studies; critical feminism and anti-racism pedagogy; comparative and international adult education; lifelong learning policy; women, war and learning; war and education)
smojab@oise.utoronto.ca

Karen Mundy, Ph.D. (Toronto)
Associate Professor and Canada Research Chair in Global Governance and Comparative Educational Change
(international and comparative education; sociology of education, education policy in developing countries; education in Africa; literacy and adult educaion; global governance in education)
kmundy@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed to Sociology and Equity Studies in Education and Theory and Policy Studies in Education
(feminist, anti-racist, anti-colonial studies; immigrant women; work restructuring and globalization; gender, race and class analysis; health, body and embodied learning based in eastern philosophical traditions; social movement learning; integrative approaches to equity in education; feminist and qualitative research including feminist research and institutional ethnography)
rng@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, Associate Chair, cross-appointed to Sociology and Equity Studies in Education
(nonprofits and co-operatives within a social economy framework; Projects: measuring volunteer value; social investment of labour-based pension funds, with a focus on labour education; the conversion of public housing to co-operatives; Interests: the intersection between labour studies and adult education; community development and workplace and economic democracy)
jquarter@oise.utoronto.ca

Daniel Schugurensky, Ph.D. (Alberta)
Associate Professor
(adult education history, policy and theory; popular education; citizenship education; participatory democracy; political learning and civic engagement of immigrants; informal learning of volunteer workers; comparative education; political economy of education, with a focus on Latin America)
dschugurensky@oise.utoronto.ca

Jennifer Sumner, Ph.D. (Guelph)
Assistant Professor
(critical pedagogy; environmental adult education; sustainability; globalization; rural communities; and organic agriculture)
jsumner@oise.utoronto.ca

✦ Associated Instructors

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change
dabbeylivingston@oise.utoronto.ca

Isla Carmichael, Ph.D. (Toronto)
Senior Researcher and Educator, Ontario Public Service Employees' Union; Negotiator; strategic policy, rights at work, workplace and organization democracy
icarmichael@opseu.org

Margaret Fisher-Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist
mfisher@vaxxine.com

Darcy Martin, Ph.D. (Toronto)
Coordinator, Centre for the Study of Education and Work, OISE/UT
darcymartin@oise.utoronto.ca

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs-assessment, training and performance technology; consulting theory and practice
hmayer@oise.utoronto.ca

Ruth W. McLean, Ed.D. (Toronto)
Associate Dean, Centres for Learner Support, Humber College of Applied Arts and Technology
ruthmclean@oise.utoronto.ca

Betty Jane Richmond, Ph.D. (Toronto)
Manager of Evaluation and Research, Trillium Foundation
bjrichmond678@aol.com

Malcolm J. Stewart, Ph.D. (Toronto)
Sessional Instructor, York University, Teacher of social policy
mstewart@yorku.ca

Suzanne Thomas, Ph.D. (Toronto)
SSHRC Post-Doctoral Visitor
suzannethomas@oise.utoronto.ca

Professors Emeriti

Peter Gamlin, Ph.D. (Cornell)
David Hunt, Ph.D. (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Solveiga Miezitis, Ph.D. (Toronto)
Edmund V. O'Sullivan, Ph.D. (Syracuse)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦ Faculty

Charles P. Chen, Ph.D. (British Columbia)
Assistant Professor
(life career development; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita-philosophy-based career counselling techniques)
cpchen@oise.utoronto.ca

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
jgillis@oise.utoronto.ca

Mary Alice Julius Guttman, Ph.D. (Wisconsin)
Professor
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling; qualitative research)
maguttman@oise.utoronto.ca

Nina Josefowitz, Ph.D. (Toronto)
Associate Professor, part-time
(cognitive-behaviour therapy; use of imagery in psychotherapy; therapy and forensic assessments of survivors of interpersonal violence and abuse; professional practice issues)
njosefowitz@oise.utoronto.ca

Corey S. MacKenzie, Ph.D. (Queen's)
Assistant Professor
(geriatric mental health, caregiver stress & burnout, mental health service utilization)
cmackenzie@oise.utoronto.ca

Roy Moodley, Ph.D. (Sheffield, UK)
Associate Professor
(multicultural counselling; 'race', culture and ethnicity in psychotherapy; traditional healing)
roymoodley@oise.utoronto.ca

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; immigration and multicultural women's mental health; body image development)
npiran@oise.utoronto.ca

Margaret S. Schneider, Ph.D. (York)
Associate Professor, cross-appointed to Public Health Sciences
(community mental health; gender and sexual orientation; human/animal bond)
mschneider@oise.utoronto.ca

Judith A. Silver, Ph.D. (Toronto)
Lecturer, Co-Director, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT
(holistic approaches to counselling; supervision; professional practice issues)
jsilver@oise.utoronto.ca

Lana Stermac, Ph.D. (Toronto)
Professor, Chair
(feminist issues in violence; psychology and law; sexual abuse and assault; war trauma and learning)
lstermac@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)
Associate Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)
jewatson@oise.utoronto.ca

✦ Associated Faculty

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

✦ Associated Instructors

Ray Blanchard, Ph.D. (Illinois)
Professor, cross-appointed from the Department of Medical Science
ray_blanchard@camh.net

Diana Rose Brecher, Ed.D. (Toronto)
Clinical Coordinator of the Centre for Student Development and Counselling, Ryerson Polytechnic University
dbrecher@acs.ryerson.ca

Colin Campbell, Ed.D. (Toronto)
International Futurist; CEO, Human Resources Strategies Inc.
colincampbell@sympatico.ca

Margaret Fisher-Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist
mfisher@vaxxine.com

Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women's Centre
karin.jasper@utoronto.ca

Maura McIntyre, Ed.D. (Toronto)
SSHRC Post Doctoral Visitor
mmcintyre@oise.utoronto.ca

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham
e.meade@sympatico.com

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto
sam.minsky@utoronto.ca

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice
marsha.rothstein@rogers.com

Malcolm J. Stewart, Ph.D. (Toronto)
Sessional Instructor, York University,
Teacher of social policy
mstewart@yorku.ca

Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Medical Science
brenda_toner@camh.net

Ronald E. Warner, Ed.D. (Toronto)
Psychologist, private practice
rewarner@oise.utoronto.ca

✦ Internship Supervisors

NOTE: Changes to several of the following can be expected in September 2005.

Judith A. Silver, Ph. D. (Toronto)
Lecturer, Co-Director, Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

R. Michael Bagby, Ph.D. (York)
Co-Director, Psychological Assessment Service and Director, Clinical Research Dept., Centre for Addiction and Mental Health, Toronto

Diana R. Brecher, Ed. D. (Toronto)
Clinical Coordinator, Centre for Student Development and Counselling,
Ryerson Polytechnic University, Toronto

Nathan Cooper, Psy.D. (Central Michigan University)
Psychologist, McMaster University, Hamilton

Eilenna Denisoff, Ph.D. (York)
Centre for Addiction and Mental Health, Clarke Division, Toronto

Mira Drugovic, Ph.D. (Toronto)
Psychologist, University of Waterloo Counselling Services, Waterloo

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Emoke Jozsvai, Ph.D. (York)
Psychologist, Surrey Place, Toronto

Kenneth Kwan, Ph.D. (Toronto)
Clinical Director, Markham Stouffville Family Life Centre, Unionville

Corey S. Mackenzie, Ph.D. (Queen's)
Assistant Professor, OISE/UT Counselling & Psychoeducational Clinic, Toronto

Charles Marino, Ph.D. (Edinburg)
Associate Professor, Atkinson Counselling Centre, York University, Toronto

Carolina McBride, Ph.D. (Ottawa)
Clinical Psychologist, Centre for Addiction and Mental Health, Toronto

Heather McLean, Ph.D. (Queen's)
Psychologist, Markham-Stouffville Hospital, Markham

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Robert Muller, Ph.D. (Michigan State)
Psychologist, Ryerson University Access Centre, Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

Bryan Phillips, Ph.D. (York)
Staff Psychologist, Counselling and Development Centre, York University, Toronto

Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor
Centre for Addiction and Mental Health,
Clarke Division, Toronto

Johan Reis, Ed.D. (Toronto)
Psychologist, Health Services and Office for Persons with Disabilities, University of Waterloo

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Carla Rice, Ph.D. (York)
Clinical Program Specialist, Body Image Project, Sunnybrook and Women's College Health Sciences Centre, Toronto

Valerie Temple, Ph.D. (Guelph)
Psychologist, Surrey Place, Toronto

Adrian Tong, Ph.D. (Toronto)
Psychologist, Markham-Stouffville Hospital, Markham

Jeanne E. Watson, Ph.D. (York)
Associate Professor, OISE/UT Counselling and Psychoeducational Clinic, Toronto

Percy Wright, Ph.D. (York)
Psychologist, Mental Health Centre, Penetanguishene

Debbie Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

Professors Emeriti

Sabir A. Alvi, Ph.D. (Indiana)
J.R. Bruce Cassie, Ph.D. (SUNY at Buffalo)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the Secondary Program 4 (Education and Work) and preservice or cross-listed Related Studies courses.

This option is designed for Initial Teacher Education candidates in Business Studies and Technological Studies subject areas with an interest in workplace issues and transitions to the M.Ed. program. This arrangement involves three graduate programs - Sociology in Education, Adult Education and Community Development, and Counselling Psychology.

The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Initial Teacher Education program for Business Studies
Lennox Borel
E-mail: lborel@oise.utoronto.ca

Initial Teacher Education program for Technological Studies:
Sara McKitrick
E-mail: smckitrick@oise.utoronto.ca

Collaborative Graduate Degree Programs

Collaborative Program in Addiction Studies

The Department of Adult Education and Counselling Psychology as well as other University of Toronto departments, participate in this collaborative program. The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 170 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Collaborative Program in Aging and the Life Course

This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on pages 170 - 171 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating AECD Faculty:
Angela Miles, Kiran Mirchandani, Shahrzad Mojab, Karen Mundy, Roxanna Ng, Daniel Schugurensky.

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 171 - 173 in this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>.** You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the department of Adult Education and Counselling Pscyhology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this ***Bulletin*** (pages 172 - 173).

AEC1102H	Community Development: Innovation Models
AEC1114H	Comparative and International Perspectives in Adult Education
AEC1145H	Participatory Research in the Community and the Workplace
AEC1146H	Women, War and Learning
AEC1180H	Aboriginal World Views: Implications for Education
AEC1181H	Embodied Learning and the Qi Gong
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3131H	Special Topics: Global Governance and Educational Change
AEC3131H	Special Topics: Popular Education: Comparative and International Perspectives
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3132H	Special Topics in Women in Development and Community Transformation
AEC3138H	Social Theories and Adult Education
AEC3140H	Post-colonial Relations and Transformative Education
AEC3179H	Work, Technology and the Knowledge Economy
CIE1001H	Introduction to Comparative, International and Development Education

A wide selection of additional courses is available across articipating departments. See the entry on pages 172 - 73 in this ***Bulletin*** or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Environmental Studies

OISE/UT offers in cooperation with the Institute for nvironmental Studies at the University of Toronto a Collaborative Program in Environmental Studies. This rogram is carried within OISE/UT jointly through the Departments of Adult Education and Counselling sychology; and Sociology and Equity Studies in ducation. Further information is available on page 176 f this ***Bulletin*** and from the School of Graduate Studies Calendar. **The contact person in the Adult Education nd Counselling Psychology Department is:**

nnifer Sumner
-mail: jsumner@oise.utoronto.ca

Graduate Collaborative Program in Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 176 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Collaborative Master's Program in Community Development

The two programs of the Department of Adult Education and Counselling Psychology, as well as three other University of Toronto programs, participate in this collaborative program. Students must register in the master's degree program through one of the participating graduate units, and must meet all respective degree requirements of the School of Graduate Studies and their home graduate unit. Students completing this Collaborative Program receive a special notation on their transcripts. Further information is available on page 174 of this ***Bulletin***, at **<www.urbancentre.utoronto.ca/communitydevelopment.html>** and from the School of Graduate Studies.

The contact person for this program is:
Daniel Schugurensky, Department of Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2356
E-mail: dschugurensky@oise.utoronto.ca

Adult Education and Community Development Program

The Adult Education and Community Development Program provides a place to study and contribute to theory, practice, and policy concerning formal and informal adult learning in organizations, communities, workplaces, and social movements in local, national and international contexts. The program situates learning within a broad framework, including the impact of various hierarchies (for example, social class, gender, race and ethnicity). Faculty emphasize collaborative, relational, mutual orientations to learning. Perspectives include: Aboriginal and indigenous; anti-racist and anticolonial; arts-informed, environmental/ecological; embodied; feminist; holistic; international comparative/global; labour; political economy; transformative. Knowledge and learning/teaching outside the academy are honoured and importance is placed on building mutually beneficial connections with diverse individuals, groups, organizations and communities in Canada and abroad.

Faculty members have research interests in the areas of: Aboriginal Adult Education, Community Education, Creative Inquiry and Adult Learning, Environmental Adult Education, International/Global Adult Education, Transformative Learning, and Workplace Learning. Faculty and students each pursue diverse and overlapping combinations of these interests. Applicants must list in their Statement of Intent, two faculty members whose interests most closely relate to their own. For faculty profiles see page 35 and, for more detail, the Departmental Webpage: **www.oise.utoronto.ca/depts/aecdcp/ae.html**

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Admission

Admissions procedures are described in the Application Procedures section, pages 29 - 33.

Each year, the admissions committee receives many more applications for its Program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission and Degree Requirements section, pages 22 - 28. Consequently, a number of qualified applicants are disappointed.

Applicants must submit a Letter of Intent which states their scholarly interests and how these will 1) relate to listed Adult Education and Community Development Program interest areas and faculty research areas, and 2) enhance their own contributions to the field. Doctoral applicants must submit the names of two Adult Education and Community Development faculty whose interests most closely match their own thesis-related interests. The Program also requires that the resume submitted with all applications provide clear and complete information about the applicant's experience related to their proposed studies – a minimum of one year.

Students may include in their program of study, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office (Graduate Studies Registration Unit) students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this Program, but must commence their program of study with OISE/UT courses.

Degrees

Master of Education

An appropriate four-year University of Toronto degree in a relevant discipline or professional program or its equivalen from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, i required for admission to the M.Ed.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program of study normally consists of ten half-courses, usually at the 1000 level. At least half of the courses must be from the Adult Education and Community Development Program. Students are required to take course AEC1100, the Introduction to Adult Education, as well as one research methods course.

Master of Education students can also pursue research in **"Work and Career"**, an area of study which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:
Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

An appropriate four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **B+ or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, mainly at the 1000 level, at least half in the AECD Program. Additional courses may be required of some students. Students are required to take course AEC1100, the Introduction to Adult Education. During their program of study, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission, and Degree Requirements section, pages 22 - 28.

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field, and who are preparing themselves for further leadership. It is intended to provide the option of a professional doctoral degree culminating in a field-based dissertation.

The Ed.D. can be taken on a full- or part-time basis. In addition to completing a comprehensive requirement and writing a thesis, it is recommended that Ed.D. candidates take the Academic and Professional Seminar for Adult Educators (AEC3111). In addition, they are required to take eight half-courses, including a four half-course major in the Adult Education and Community Development program.

A minimum of four half-courses must be at the 3000 level, and these should include:

1. The Doctoral Thesis Seminar (AEC3102).
2. At least one specialized research methods course.
3. A doctoral level Practicum in Adult Education. For students fulfilling this Ed.D. requirement, the "Independent Reading and Research Course" (AEC3152) will be oriented towards a field-based practicum experience, designed by the student in consultation with the supervisor.

Note: Ed.D. students lacking a background in Adult Education in their Master's program, will be required to take course AEC1100 as part of their 8-course load, to formally expose them to the history and philosophy of the field of Adult Education.

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 22 - 28 of the OISE/UT ***Bulletin***.

Doctor of Philosophy

For admission information, see the Minimum Admission and Degree Requirements section, pages 22 - 28.

The Ph.D. degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. AECD offers both a full-time and flexible-time Ph.D. program.

Full-time Ph.D. students must complete their degree within six years. They begin as a cohort and are expected to take AEC3102 (the required doctoral thesis seminar) in the first term of their program.

Flexible-time Ph.D. students must complete their degree within eight years. They are required to take AEC3102, preferably in the first term of their program. Otherwise, degree requirements for both programs are the same. These are: six half-courses at least four of which must be from the Adult Education and Community Development Program. Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. A minimum of four half-courses must be at the doctoral/3000 level, including course AEC3102. Students would also normally take non-credit AEC3111 (Academic and Professional Seminar for Adult Educators) and at least one specialized research methods course.

In addition, all students are expected to complete a comprehensive requirement and a thesis.

Centres

The following research centres are based in the Department:

Centre for Arts-Informed Research
Comparative, International and Development Education Centre
Transformative Learning Centre

Through its faculty, the Department is also involved in other research centres at OISE/UT such as:
- Centre for Integrated Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Women's Studies in Education

For more detailed information about these and other OISE/UT research and field centres, see pages 183 - 188 of this ***Bulletin***.

Centre for Arts-Informed Research (CAIR)

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR
E-mail: jgaryknowles@oise.utoronto.ca
Website: **home.oise.utoronto.ca/~aresearch**

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre activities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

The Comparative, International and Development Education Centre (CIDEC)

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, an electronic list serve, electronic newsletters, Webwsite and research projects. For more information see our Web page at:
cide.oise.utoronto.ca

Transformative Learning Centre (TLC)

Head: Daniel Schugurensky
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 ext. 2595
E-mail: dschugurensky@oise.utoronto.ca
Website: **www.tlcentre.org**

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include social movement learning; the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. (See page 187 for more information.)

Interdepartmental Research Area

Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE/UT-wide interdepartmental research area. See page 181 or contact Anne Goodman (agoodman@oise.utoronto.ca) for more information.

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Adult Education and Community Development Program.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 189 - 191).

Further information is available from:
Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-112

This Certificate is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program of study consists of the following five modules and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program of study for 2004/2005 was approximately $3,210. Fees information is not yet available for 2005/2006. Modules may be taken individually.

For further information and/or to register, contact:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4719
Website: **www.oise.utoronto.ca/training/**

Courses

The following list demonstrates the range of courses offered in the Adult Education and Community Development Program. **Not all of the courses listed are offered in any given year.**

AEC1100H Outline of Adult Education
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is required that all master's students include AEC1100H in their program of study
Note: For students who are not in the AECD program, permission of the instructor is required.
D. Schugurensky, S. Mojab, Anne Goodman, Jennifer Sumner, or Staff

AEC1101H Program Planning in Adult Education
Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
B.Burstow or Staff

AEC1102H Community Development: Innovative Models
This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles or Staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or Staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.
D. Schugurensky or Staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to "do gender" in organizational settings.
K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky, K. Mundy

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
N. Jackson or Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.

K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

N. Jackson or Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.

M. Laiken or Staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC1135H Practicum in Action Research for Organizational Change (Pass/Fail)

This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.

Prerequisite: Permission of instructor, obtained at least two months before the course begins.

Note: This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required before June 30, 2005, once a practicum placement has been arranged by the student. Please contact the instructor for guidelines on arranging the practicum placement.

M. Laiken, K. Mirchandani or Staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.

Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant and provides a good introduction for those new to the field.

M. Laiken or Staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.

A.R. Miles or Staff

AEC1145H Participatory Research in the Community and the Workplace

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.

R. Ng or Staff

AEC1146H Women, War, and Learning

This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. We will also take a comparative and international approach.

S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to "restructure" these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize "empowerment", "TQM", "organizational learning" and "reengineering".

K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.

S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.

E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.

Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.

A. Cole, J.G. Knowles, or Staff

AEC1171H Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

E. Antone or Staff

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

Staff

AEC1175H Teacher Learning in School Contexts

The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.

A. Cole

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.

J.G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speak to the teachings' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.

Staff

AEC1181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the ntellect (frequently equated with the mind) over the body-pirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and earning. We achieve these objectives by (i) reading and ooking at relevant materials that conceptualize body-mind-pirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

R. Ng or Staff

AEC1182H Teaching, Learning, and Working in Nonprofits and Public Sector Organizations

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organizations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and infomral practices of teaching and learning within nonprofit and public sector organizations will also be explored.

B.J. Richmond

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.

Counselling and/or Adult Education Staff

AEC1405H Introduction to Qualitative Research (Part I)

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on undersanding and integrating issues of power and difference.

B. Burstow or Staff

AEC1406H Introduction to Qualitative Research (Part II)

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.

Prerequisite: AEC1405H

B. Burstow

AEC1407H Narrative as a Vehicle for Personal Change

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an indepth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.

S. Miezitis and A. Cole

AEC1408H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with imprisonment, trauma associated with psychiatric intervention, and second generation trauma (e.g., children of Holocaust survivors). The trauma inherent in systemic oppressions, the fact that we live in an oppressive and violent society, and the implications for practitioners is emphasized throughout. While the primary emphasis in on practitioners as counsellors, other roles are also considered, including: advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include: critical theory, feminism, and existentialism.

Note: Permission of instructor is required to enrol.

B. Burstow

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. All doctoral students in AECD are required to take this course. It is suggested that the course be taken at or near the beginning of the program. Full-time students must take it in their first year of study.

J. Quarter or Staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social powe The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants.

Suggested background: Courses AEC1146, AEC1160, AEC3104.

E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer critical

review of the relationship between adult education, modes production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We wi study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.

S. Mojab, D. Shugurensky or Staff

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)

(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create culture of thesis completion", to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices.

Prerequisite: Admitted as Doctoral student to Adult Education program.

Staff

AEC3113H Adult Education and Public Policy

This course will offer a critical framework for analyzing the role of modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. It examines th potential and limitations of public policy in areas such as, b not limited to, education, health, social and legal services, housing, and anti-racism.

S. Mojab

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.

A.R. Miles or Staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.

E.V. O'Sullivan or Staff

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC3132H Special Topics in Women in Development and Community Transformation

This half-course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a 'majority world' perspective.

A.R. Miles and Staff

AEC3138H Social Theories and Adult Education

This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.

D. Schugurensky or Staff

AEC3140H Post-Colonial Relations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being re-configured in contemporary societies to produce new forms of inequality and difference in this era of globalization, and how these relations are linked to ecological and economic issues. We begin by interrogating the ambiguity of the term, "post-coloniality," through the lens of the aboriginal peoples in Canada. Each year, we will look at one or two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.

R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Staff

AEC3170H Perspectives on Qualitative Research: Part I

Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.

A. Cole

AEC3171H Perspectives on Qualitative Research: Part II

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.

Prerequisite: AEC3170H

A. Cole

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.

Staff

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Prerequisite: AEC1173 or permission of instructor.
Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.
J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educational Research

This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g., readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.
A.L. Cole and/or J.G. Knowles

AEC3179H Work, Technology and the Knowledge Economy

This course will focus on the ways in which technology structures work processes within the context of recent shifts towards the "knowledge economy". We will explore the nature of the knowledge economy, the position of knowledge workers, and the lengths between knowledge work and technology. This will allow us to assess the impact of technology on inequality, both locally and globally. The debates on technology and knowledge work will be explored in relation to issues such as the proliferation of internet spaces, educational technologies, transnationalism and cyberactivisms. Throughout the course we will study the racialized and gendered nature of technology, knowledge and work.
K. Mirchandani

AEC3180H Global Governance and Educational Change: the Politics of International Cooperation in Education

This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theortical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regime; the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and transnationa advocacy and NGO networks in education.
Karen E. Mundy

AEC3181H Feminist Standpoints: Critical and Post-Structural Approaches

This course will provide a supportive and stimulating environment for the systematic study of the differences between critical and post-structural approaches to issues of power, diversity, solidarity, and social change. Both activist and scholarly writing will be used as we place intense academic debate in the context of feminist social movement from the 1960s to the present, including the challenges of racism, homophobia, separatism, elitism, ableism, etc. The differing implications of critical and post-structural approaches for value based research, education and activism will be explored with specific reference to diverse literatures and practices. Course themes will be chosen in consultation with students to incorporate their own research and interest. Students who wish to consider these questions with relation to education and activism in other social movements (i.e., indigenous, anti-globalization environmental, anti-racist, ant colonial, disabilities, anti-psychiatry, etc.) are welcome to do so in their course papers.
A. Miles

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education and Community Development Program. For descriptions, see the relevant department course listings.

AEC3233H	Research Seminar in Career Development
CIE1001H	Introduction to Comparative, International and Development Education
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES2942H	Education and Work
SES2970H	Countering Myths About Aboriginal People through Multiple Medias
SES3951H	Political Economy, Cultural Forms and the Learning Society
TPS1820H	Toward an Integrative Approach to Equity in Higher Education

AECD students wishing to take a research course in history or statistics or some other method not offered in the program may, with the permission of their advisor, count one such course toward the required number of AECD courses in their program.

Counselling Psychology Program

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Community Psychology Program aims to provide knowledge of a) psychological practice and counselling services required by community agencies and educational institutions and b) critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three fields of specialization:

- Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
- Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called ***Guidelines for the Counselling Psychology Program*** published each January and provided to newly admitted students at the time the Offer of Admission is made.

The Counselling Psychology Program normally begins in either the Summer or the Fall Session.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Niva Piran, Counselling Program Coordinator
Telephone: 416-923-6641 ext. 2339
E-mail: npiran@oise.utoronto.ca
OR
Susan Hall, Graduate Studies Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the description of the degrees which follows. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 22 - 28, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B**, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver
The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs are designed to meet the academic requirements for registration by the College:

- M.A. Counselling Psychology for Psychology Specialists
- Ph.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.A. is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. is an M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:
The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-459-8388
E-mail: cyarrow@cpo.on.ca
Website: **www.cpo.on.ca/**

The Department of Adult Education and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ph.D. in Counselling Psychology for Psychology Specialists.

NOTE: Admission to the M.A. does not guarantee admission to the Ph.D.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. Applicants must also have taken one full course or two half-courses at the third- or fourth-year level in one or more of the following: learning, sensation, perception, cognition, thinking, motivation or emotion. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

Degree Requirements

The M.A. in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis is supervised by a faculty member. Students will plan their program of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program of study in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. It is expected that all degree requirements will be completed within two years.

Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

b) Normally, a University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Degree Requirements

Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program of study will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- psychological measurement and statistics
- advanced research methods
- history and systems
- ethics and professional issues

Normally, eight half-courses will be required. The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship in conjunction with the Internship course (AEC3268Y). For course credit, all internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues

Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs of study could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at **<www.ccacc.ca/>**.

Admission Requirements

a) a four-year University of Toronto bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University of Toronto **B+ or better**.

b) at least one year of relevant experience.

Degree Requirements

The M.Ed. in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of study will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The six half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, multicultural counselling, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Master of Education students can also pursue research in the area of Work and Career which is offered jointly by the Counselling Psychology Program and the Adult Education and Community Development Program.

Doctor of Education

Counsellor training in this degree emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of thi degree will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. Consult the department's guidelines about specifi course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 22 - 28, the Ed.D. in Counselling Psychology requires the following:

a) a University of Toronto four-year bachelor's degree (from any area) or its equivalent.
b) the applicant must normally hold an M.A. or M.Ed. degree in Counselling Psychology from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Degree Requirements

Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Guidance and Counselling

Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at **<www.ccacc.ca/>**. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: **www.oct.ca**

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. in Counselling Psychology for Community and Educational Settings.

Admission Requirements

a) a four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**
b) teacher certification

Degree Requirements

Candidates may pursue the M.Ed. degree on a full- or part-time basis. The requirements are ten half-courses plus a comprehensive examination.

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the seven half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See pages 56 - 57.)

Certificate Programs

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. Students may pursue the certificate at the same time that they are registered in the Counselling Psychology Program, however, the certificate does not count for credit towards the completion of any degree in the Counselling Psychology Program.

As part of the certificate participants will learn:

- CBT Case Conceptualization
- Cognitive Interventions
- Behavioral Change Interventions

The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

For further information contact:
njosefowitz@oise.utoronto.ca **OR**
enerlich@hincksdellcrest.org **OR**
visit the Website at **www.hincks/dellcrest.org/gai-cit**

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year. Some Counselling Psychology courses are offered in alternate years. Students should consult the program guidelines and their faculty advisor about course offerings and their program of study.

AEC1202H Personality Theories and Techniques in Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum I: Interventions in Counselling Psychology

This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues and related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Part-time students must be available one full weekday per week to fulfill the practicum requirement.
Note: All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and Staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the

special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
T.R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling

The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender, ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way. **Prerequisite and/or co-requisite:** AEC1202 and AEC1203Y
R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues. Open to Counselling Psychology students only.
M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies

This course is intended to introduce students to recent developments in the theory and practice of brief counseling strategies with a particular emphasis on the Solution focused model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. (Only available to students who enrolled prior to July 1997.)
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper or Staff

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Seminar in Research Methods for M.A. students

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. (Limited to Counselling Psychology for Psychology Specialists students.)
Staff

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.
C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.
C. P. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This course has both an assessment and intervention focus. Students will learn how to complement their existing assessment skills by accessing clients' images. Students will also learn how to work with images as they spontaneously occur in therapy. In addition specific interventions that are based on imagery will be examined. These include various forms of relaxation, desensitization, stress innoculation, and imaginal exposure. The class is a combination of didactic material, role plays and experiential exercises. The applicatio to different client groups will be discussed.
N. Josefowitz

AEC1275H Special Topics in Counselling Psychology: Integrating Traditional Healing Practices into Counselling and Psychotherapy

This course seeks to define, redefine and identify indigenous and traditional healing in the context of North American and Western European health care. The course will examine cultural healing within the broader economic, social and political practices of health and mental health care in Canada. While the focus is on integrating traditional healing into counselling psychology and psychotherapy the course will draw attention to the use of traditional healing in health care generally. Explorations of the current issues and debates with the contemporary practices of traditional healing will be key features of the course. For example, issues relating to ethics and confidentiality, competence of Indigenous healers, and qualifications and training will be discussed. Through an in-depth analysis of traditional healing of ethnic and cutlural groups living in Canada (e.g., Aboriginal, Asian, African, Caribbean) and also through the religious healing practices o some of these communities (e.g., Buddhist, Christian, Hindu Islamic and Jewish), the course will undertake to raise questions regarding the theory, practice and research of traditional healing in psychology and psychotherapy. Discussions will also focus on how ethnic minority individuals and groups construct illness perceptions and the kinds of treatments they expect to use to solve health and mental health problems. In this respect the course is intende to contribute to ethnic minority health care issues. While, the use of traditional and cultural healing practices of indigenous communities represent the central focus, other contemporary alternative health care movements, viz., pagansim, New Age Spirituality and healing, transcendental meditation and new religious movements are discussed. The inclusion of these topics will increase the knowledge and capacity of clinical expertise of students studying in this fiel
R. Moodley

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
Staff

AEC1289H Community Mental Health

This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, ncluding treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. *Piran*

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework of emotional processing. An n-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
. *E. Watson*

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of a counselling model introduced. Students will be required to see clients nd develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application f marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H
Staff

EC3217Y Practicum II: Interventions in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and esearch.
N. Piran

EC3218H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in ounselling and psychotherapy research. Students will analyse nd redesign representative studies in the counselling terature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students. Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment

This course serves as an introduction and orientation to issues in psychological assessment for adults. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of key psychological tests. The emphasis of this course is on cognitive and neuropsychological assessment, although personality, career, and achievement tests are also covered. Limited to Counselling Psychology for Psychology Specialists students.
J.R. Gillis or Staff

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisites: AEC3224H and AEC3258H
Limited to Counselling Psychology for Psychology Specialists Doctoral students.
J.R. Gillis or Staff

AEC3233H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
M.A. Guttman or Staff

AEC3234Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
R. Moodley

AEC3243H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC3260H Psychopathology and Diagnosis

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes. [For Ph.D. students in Counselling Psychology only.]
L. Stermac

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

AEC3267H Training for Counsellor Supervision

This course is designed to increase students' theoretical knowledge, conceptual understanding and competencies in clinical supervision. In addition to class work, students will act as trainee supervisors with Counselling Psychology faculty who are teaching the Master's Practicum Course AEC1203Y or with psychologists in the field who are acting as Internship Supervisors in one of our field settings. Students will have the opportunity to discuss research and theoretical issues, develop practical skills relevant to supervision, develop a personal supervision approach, and understand the professional supervisory role and the ethical issues pertaining to supervision.
Note: For doctoral students in Counselling Psychology only.
J. Silver

AEC3268Y Internship

This course requires the completion of at least 2000 hours of internship under the supervision of a registered psychologist. Students will register in the course once the placement has been arranged and approved by the course instructor. Placements are generally expected to fulfil the criteria of the Association of Psychology Postdoctoral and Internship Centres (APPIC). The internships may be served in a variety of settings and will normally involve instruction in psychopathology, training in differential diagnosis and assessment, case conceptualisation, treatment planning, a variety of psychotherapeutic approaches, case management, and other related tasks. All students must have a formal diagnosis and assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such a gender identity or disability). Where possible, we encourage students to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA).
Note: For Ph.D. students in Counselling Psychology only.
J. Silver

Other courses accepted for credit

The following courses may be accepted for credit in the Counselling Psychology Program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1400H	Special Topics in Adult Education and Counselling Psychology
AEC1405H	Introduction to Qualitative Research (Part I)
AEC1406H	Introduction to Qualitative Research (Part II)
AEC1408H	Working with Survivors of Trauma
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE:** This course is available only to Ph.D. students in the Field of Counselling Psychology for Psychology Specialists (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate Programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Masters of Teaching in Elementary and Intermediate Education (M.T.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)

NOTE: The Master of Arts in Teaching, M.A.(T.), program was discontinued in the 2003/2004 academic year. The degree programs in Measurement and Evaluation and in Teacher Development were discontinued in 2004/2005 and are no longer accepting new applicants. The department's participation in the Environmental Studies Collaborative Program has also been discontinued. The Department of Curriculum, Teaching and Learning will ensure that all students enrolled in these programs will be able to complete the necessary program requirements.

The Department also offers the following Collaborative Programs:

- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- Centre for Franco-Ontarian Studies
- Centre for Teacher Development
- Modern Language Centre
- Centre for Studies in Science, Math and Technology Education

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or hrough distance learning modes.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2608
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information regarding registered students, contact:
Terry Louisy, Coordinator, Departmental Policy, Programs and Communications
Telephone: 416-923-6641 ext. 2462
Fax: 416-926-4744
Website: **www.oise.utoronto.ca/depts/ctl/**

Admissions, Awards and Off-Campus Information

For academic information regarding admissions, awards and off-campus courses, contact:
Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca

Chair of the Department

Dennis Thiessen, D.Phil. (Sussex)
Professor
(curriculum and school change, student and teacher perspectives, teacher education)

Associate Chairs of the Department

Tara Goldstein, Ph.D. (Toronto)
Research and Development; Associate Professor; on study leave from January 2006 to June 2006
(anti-oppression education in school and teacher education settings; multilingualism in school settings; anti-homophobia education; critical qualitative research; critical ethnography; performed ethnography)

Douglas E. McDougall, Ed.D. (Toronto)
Coordinator of Graduate Programs; Associate Professor
(mathematics education; teacher development; applications of technology to teaching and learning; qualitative research methods)

Faculty

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(health promoting schools and teacher development)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teacher's professional knowledge; professional development; narrative and arts-based inquiry; holistic education)

Clive M. Beck, Ph.D. (New England)
Professor
(teacher education; practitioner inquiry; theory of schooling; teacher development; school renewal)

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor, Head, Centre for Franco-Ontarian Studies (CREFO) and the Centre de recherche en éducation franco-ontarienne
(inclusive education; francophone studies, inclusion and exclusion processes; sociology and history of special education; sociology of childhood)

John Lawrence Bencze, Ph.D. (Toronto)
Associate Professor
(students' and teachers' experiences (as consumers and producers) with realistic contexts of knowledge building in science and technology; and, related pedagogical pespectives and practices; action research; social justice)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(instructional intelligence, educational and systemic change; classroom management)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education; on study leave from January 2006 to June 2006
(school policy and curriculum; pedagogy for conflict resolution, peacebuilding, democratization, gender; ethnocultural equity; citizenship; social studies, international and comparative education)

Clare Brett, Ph.D. (Toronto)
Assistant Professor
(technology and learning in post-secondary, elementary and secondary contexts, and including technology use in teacher education, distance education and asynchronous learning environments: reading and writing development)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(professional ethics in education; teachers' ethical knowledge; moral and ethical dimensions of schools' teacher education; qualitative research)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematics education; holistic education; overcoming mathematics anxiety and rebuilding math knowledge; holistic curriculum approaches in the mathematics classroom; teacher research)

Carola Conle, Ph.D. (Toronto)
Associate Professor; on study leave from July 2005 to June 2006
(narrative inquiry; narrative curriculum; social foundations of curriculum; imagination and narrative, public media)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(critical pedagogy; leadership; teacher/student knowledge and classroom practice; aesthetic education; qualitative research methods)

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology; on study leave from July 2005 to June 2006
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(post-modern arts-based, narrative inquiry, qualitative research methods; personal construct theory; teacher knowledge and development; classroom studies)

Mark Evans, Ph.D. (York, UK)
Senior Lecturer; Coordinator, Initial Teacher Education Programs (Secondary)
(citizenship education; social studies education; pedagogical perspectives and practices; curriculum orientations; teacher education; comparative and international perspectives in education)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects; successful alternative systems of primary education in developing nations)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teaching and learning; ethnic identity maintenance and language learning; immigrant and refugee experiences in educational contexts; cultural and linguistic diversity in classrooms; peace education and literacy in international contexts)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, Ph.D. (Toronto)
Associate Professor and Canada Research Chair Urban School Research in Pedagogy and Policy; on study leave from July 2005 to June 2006
(drama/theatre pedagogy; youth and urban schooling; qualitative methodologies; ethnographic school-based research; feminist/critical theory; gender, identity and schooling; theatre and social change; arts education and teacher development; arts community partnerships)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
(minority education; qualitative analysis; gender and education; curriculum policy; school and society; identity construction; teaching in minority settings)

Lynne Hannay, Ph.D. (Ohio State)
Professor, Head, OISE/UT Midwestern Centre
(action research, school improvement, professional learning and development, large scale reform)

James G. Hewitt, Ph.D. (Toronto)
Associate Professor
(computer supported learning environments; electronic discourse; distance education; multimedia case studies; teacher education; telementoring; online communities; knowledge building; instructional design; educational technologies)

Derek Hodson, Ph.D. (Manchester)
Professor; Director of the Centre for Studies in Science, Mathematics and Technology Education
history, philosophy and sociology of science and science ducation; science curriculum history; assessment and evaluation in science education; concept acquisition and development in science; multicultural and antiracist science education; action research)

Anne Jordan, Ph.D. (Toronto)
Professor
(policies and practices in inclusive and special education; effective teaching in inclusive classrooms; collaboration and resource support; research methods in special education and adaptive instruction)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education
(the analysis and improvement of classroom teaching; constructive feedback in teaching; information technology in teaching; the influence of alternative world views on knowing, teaching, learning, and curriculum; qualitative research in teaching)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(teacher education/development; teacher knowledge; English education; literacy and oracy; narrative; women teachers)

Clare Kosnik, Ph.D. (Toronto)
Associate Professor; Coordinator, Initial Teacher Education Programs (Elementary); on leave in 2005/2006
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Professor; Associate Dean, Graduate Studies
(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor
(applied measurement; program evaluation; education reform strategies; performance-based assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Jack Miller, Ph.D. (Toronto)
Professor
(holistic education; spirituality in education; contemplation in educational settings; curriculum orientations)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; cognitive and affective domain of learning science; classroom processes; writing in science; gender and science education; history and development of science)

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor
(science education; science-technology-society environment (STSE) education; video case methods and preservice education; action research; teacher development; and learning science in non-school settings such as museums and science centres)

Shelley Peterson, Ph.D. (Alberta)
Associate Professor; on study leave from January 2005 to June 2006
(socio cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Teacher Education
(teacher education; program development; cooperative learning; models of teaching/learning; alternative approaches to assessment and evaluation; professional development; large-scale reform; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(school change; math education; student assessment; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(organizational and curriculum change, curriculum implementation, curriculum evaluation; professional learning and professional development)

Lesley Shore, Ed.D. (Toronto)
Assistant Professor
(secondary English and sexuality education, adolescent girls and reading; media and cultural studies; teacher development; philosophy of literature; and Anne Frank as a guide to critical thinking and writing through adolescence)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; cross-appointed to Theory and Policy Studies in Education
(curriculum and teachers' lives; curriculum development for gifted learners; history of Canadian education including education for the professions, teacher education and higher education; gender issues and education; pedagogy and practice of online learning; communities teachers; the intersection of education and religion)

Nina Spada, Ph.D. (Toronto)
Professor; Coordinator of Second Language Education Program
(second language acquisition, classroom-centred research in L2 teaching and learning, English as a second language, psycholinguistics)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor, on leave (extended secondment)
(educational change; leadership; Visual Arts as a curriculum area; strategies in initial teacher education; qualitative research; research strategies' aboriginal studies'.anthropology; social context of education)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research; sociocultural theory and L2 learning)

Heather Sykes, Ph.D. (UBC)
Assistant Professor
(anti-homophobia education; teacher's life history; issues of sexuality in physical education and sport; post-structural, queer, and feminist theories)

Peter Trifonas, Ph.D. (British Columbia)
Associate Professor,
(critical theory, literacy curriculum theory; philosophy of education; social and cultural studies; technology and media)

Associated Faculty

Francis Ahia, Ph.D. (Toronto)
Assistant Professor; cross-appointed from the Transitional Year Program

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director, Professional Writing Program, University of Toronto at Mississauga

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies in Education; cross-appointed from Sociology and Equity Studies in Education

Xi Chen-Bumgardner Ph.D. (Illinois)
Assoicate Professor; cross-appointed from Human Development and Applied Psychology

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Spanish and Portuguese

Lorna M. Earl, Ph.D. (Western)
Associate Professor, cross-appointed from Theory and Policy Studies in Education

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program

Robert K. Logan, Ph.D. (MIT)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed from the Department of Sociology and Equity Studies in Education

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology; on leave in 2005/2006

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti
Johan L. Aitken, Ph.D (Toronto)
Clive M. Beck, Ph.D. (New England)
David Booth, M.Ed. (Durham)
Arnold Bowers, M.Ed. (Queen's)
Stacy Churchill, Ph.D. (London)
F. Michael, Connelly, Ph.D. (Chicago)
Vivian Darroch-Lozowski, Ph.D. (Alberta)
Lynn Davie, Ph.D. (Wisconsin)
Don Fraser, M.A. (Toronto)
Normand J. Frenette, Ph.D. (Montreal)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Gila Hanna, Ph.D. (Toronto)
Birgit Harley, Ph.D. (Toronto)
Brendan Kelly, Ed.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Robert S. McLean, Ph.D. (Carnegie-Mellon)
Robert Morgan, Ph.D. (Toronto)
Philip Nagy, Ph.D. (Alberta)
hizuhiko Nishisato, Ph.D. (North Carolina)
Ronald Silvers, Ph.D. (Princeton)
Ross E. Traub, Ph.D. (Princeton)
Merlin W. Wahlstrom, Ph.D. (Alberta)
oel Weiss, Ph.D. (Chicago)
oyce A. Wilkinson, Ph.D. (Minnesota)
David Wilson, Ph.D. (Syracuse)
lgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via computer conferencing and off-campus in locations such as Kitchener and London. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Program.

For further details, contact:
Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira, CTL Academic Programs Officer
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 179) or contact Diane Farmer, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Program

Program Co-ordinator:
E. Pedretti

Core Faculty:
A. Anderson, M. Beattie, J.L. Bencze, K. Bickmore, C. Brett, L. Cameron, R. Cohen, M. Evans, J. Farrell, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, L. Hannay, J. Hewitt, D. Hodson, A. Jordan, D. McDougall, M. Nieswandt, T. Lam, E. Pedretti, S. Peterson, C. Rolheiser, J. Ross, M. Scardamalia, W. Seller, L. Shore, E. Smyth, S. Stiegelbauer, H. Sykes, P. Trifonas

Associated Faculty:
N. Belanger, D. Booth, R. Childs, W. Gitari, R. Wolfe, S. Stiegelbauer

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Curriculum Program course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas.

Curriculum Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, computer-supported analysis, performed and critical ethnography, and life history.

Intersecting Areas of Interest in the Curriculum Program

The interest areas below reflect overlapping and intersecting areas of strength in the whole Curriculum Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Curriculum Theories, Perspectives and Contexts include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change:
- Curriculum and Program Development and Implementation
- School and District Policy, Environments, Change and Reform
- Assessment and Evaluation
- Teacher Professional Learning, Teachers as Change Agents
- Teachers' Work, Lives, Narratives, Beliefs and Knowledge
- Holistic Education, Imagination, and Spirituality
- Feminist and/or Queer Theories in Education
- Cultural Studies and Critical Theory in Education
- Dialogic and Social Constructivist Approaches to Curriculum
- Education in Non-school Settings
- Distance Education and On-line Learning Environments
- Knowledge Media/Technology, Knowledge Building and Innovation
- Comparative Education and Education in International Settings

Curriculum Subject Matter and Teaching/Learning Processes include particular subject area content and/or pedagogical approaches:
- Pedagogy, Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
- Arts and Aesthetic Education
- Drama/Theatre Pedagogy
- Health and Physical Education
- Science and/or Technology Education
- Mathematics Education
- English Language, Children's Literature, and Literacy Education
- Democratic Citizenship, Global Perspectives, and Social Sciences Education
- Conflict/Peace Education
- Critical and Social Justice Pedagogies

Diverse Student Populations and Curriculum Equity include challenges and issues in constructing and delivering curriculum for particular diverse students and/or for social change:
- Adaptive Instruction and Inclusive Classrooms
- French-Language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender and Education
- Sexuality and Anti-Homophobia Education
- Anti-Racist, Multicultural and Anti-discriminatory Education

- Students' Identity Construction
- Urban Youth
- Early Childhood Education
- Gifted Learners

NOTE: Applicants must identify within their application for admission and in their Statement of Intent, two or three main areas in which they wish to study. Applicants wishing to participate in any of CTL's Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application.

Degrees

Master of Education

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. The M.Ed. program of study consists of ten half-courses, at least five of which are normally undertaken in the Curriculum Program, and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to faculty advisors.

Master of Arts

This degree is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program. The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally undertaken in the Curriculum Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program Webpage **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to faculty advisors.

Doctor of Education

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. program of study normally consists of eight half-courses, at least four of which must be undertaken in the Program. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>.** Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study but may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. Prior research and development experiences should be briefly described. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested, and to link them to faculty advisors.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, at least four of which are ordinarily undertaken in the Program. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>.** Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

NOTE: The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed. Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission and Degree Requirements section for other admission and degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should state the reasons they wish to undertake doctoral-level training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. Prior research and development experiences should be described. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested, and to link them to faculty advisors.

Courses

The following is a list of courses offered within the Curriculum Program. Not all of the courses listed are offered in any given year. Note that courses numbered CTL1000-1799 are offered at the Master's Level; courses numbered CTL1800-1999 are offered at the Doctoral Level.

CTL1000H Fondements de létude des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation; (2) examine les principaux thèmes traités dans la littérature; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.

Staff

CTL1000H Foundations of Curriculum Studies

This is a required course for master's students (and doctoral students who did not take it in their masters programs). The im of this course is to apply theory and research to the study f curriculum and teaching. The course (a) provides a anguage for conceptualizing educational questions; (b) eviews the major themes in the literature; (c) provides a ramework for thinking about curriculum changes and hange; and (d) assists students in developing critical and nalytical skills appropriate to the scholarly discussion of urriculum and teaching problems.

Bennett, C.T.P. Diamond, G. Feuerverger, K. Gallagher, .M. Hannay, W. Seller, P. Trifonas, Staff

TL1001H Values and Schooling

his course deals with selected value issues in the theory and ractice of schooling. Topics include: the nature of values; oals for schooling; the ethics of streaming; traditional versus open” education; treatment of children; expectations of eachers; parental rights; compulsory schooling; indoctri- ation; racial, ethnic, and class bias; sexism; and approaches moral, religious, and political education.

Campbell, Staff

TL1002H Curriculum Development for Effective eaching

his course defines and illustrates methods for completing nportant curriculum development tasks such as (a) lentifying appropriate course and unit objectives; (b) eveloping useful growth schemes; (c) developing effective aching techniques; and (d) constructing practical assessment rategies. Particular attention will be given to problem- lving skills.

aff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.

Staff

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.

D. Willows, L. Cameron

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.

S. Peterson, Staff

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.

M. Kooy, Staff

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.

L. Cameron, Staff

CTL1009H Theory and Practice in Elementary Literacy Instruction

This course examines a number of theoretical perspectives on literacy learning and instruction, exploring their implications for work with students in primary/junior/intermediate classrooms. Topics such as literacy across the curriculum, reading comprehension, beginning writing instruction, use of media and technology in writing, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches.

S. Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with elementary and secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.

J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

J.A. Ross and Staff

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a fous upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.

Staff

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.

J.A. Ross and Staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

Experiential learning for students new to qualitative inquiry i provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.

D. Thiessen and Staff

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attentio will be given to performance assessments, portfolios, self-

evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J. Ross

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1023H Technology and Education: Critical Perspectives on Theory and Practice

An examination of the theoretical underpinnings and practical questions concerning the educational use of technology. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia (e.g., film, audio recordings, television). The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues will be selected from the following: theories and definitions of technology; implications of various modes of technology contexts for models of teaching and learning practice; evaluating the use of multimedia resources for educational contexts (e.g., internet, "software," video and audio recordings, television); technology, diversity, and educational equity; articulating an ethics of teaching practice with respect to the educational use of technology.
P. Trifonas

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational hought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational mplications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive mits of the scene of teaching.
P Trifonas

TL1102H Arts and Education: Planning and mplementation of Arts Programs

n examination of theory and curriculum practice in the fine nd performing arts in education: music, drama, dance, art, nd film. Programming is considered from the theoretical antage points of human development, creativity, and esthetics; particular attention is paid to the effectiveness of odern curriculum innovations in the arts. Students are xpected to undertake curriculum development and mplementation work in one or more of the arts in an ducational setting.
aff

CTL1104H Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Staff

CTL1105H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
M. Beattie

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knoweldge in teaching from holisitc perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.

R. Cohen

CTL1117H Liberatory Practices in Drama and Education

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they ask participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts education, this course will examine pedagogies in the arts and especially drama's potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.

K. Gallagher

CTL1118H The Visual Arts as a Teaching and Learning Strategy

This course examines, through theoretical discussions and practical experience, the place of the arts for teachers and learners. The intent of the course is to provide a more concrete grounding in what the arts have to offer teachers as a teaching strategy, and what they have to offer to student learning. The course includes studio experience with art projects, visiting artists and speakers, examination of contemporary issues in curriculum and teaching theory related to art, education, and the arts as a thinking discipline. While the emphasis of the course is on the visual arts, other areas of art will also be addressed where possible.

This class does not require an art background, but rather a willingness to develop a better understanding of what the arts have to offer to the educational process.

S. Stiegelbauer

CTL1200H Science in the School Curriculum

A systematic analysis of matters central to curriculum development for science (including, where relevant, technology education) in elementary and secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for learning outcomes, teaching and learning strategies, and course and student evaluation. Focus of assignments will be adapted for students with special interests in elementary and secondary science education, respectively.

L. Bencze and Staff

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a gounding in mathematics education.

D. McDougall

CTL1204H Making Mathematics Learning Meaningful: Secondary

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics may include: Connecting mathematics to real life; increasing students' understanding of mathematics, group explorations, problem solving and mathematical modeling, communicating about mathematics, integrating the use of graphic calculators and computer technology; authentic assessment.

R. Cohen

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.

D. Hodson, Staff

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.

E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.

D. Hodson, Staff

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including th "Science for All" movement, the "new" psychology of learning, the language of science and technology education, politicization of science and technology education, the role o laboratory work, computers in science education, and issues in environmental and health education.

D. Hodson, Staff

CTL1211H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms. The particular focus for research will be determined by the course members in consultation with the facilitator.

D. Hodson, E. Pedretti, L. Bencze and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards: (i) a critical appraisal of the ole of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language ctivities and historical case studies can be used to present a more authentic view of science, scientific development and cientific practice.

D. Hodson, Staff

CTL1213H Teacher Research in Mathematics Education

Through designing and carrying out a research study in mathematics education, participants will be able to progress long two parallel learning paths: (i) Learning how to design nd conduct a research project; and (ii) Deepening their nderstanding of important ideas, issues and practices in mathematics education, and possibly also gaining new nsights about how to improve their own teaching. Research tudies will be conducted by individuals or small teams. Working within a mutually supportive peer group, articipants will be guided in identifying their research goals nd objectives, designing their study in detail, obtaining thical approval (if needed), and then carrying out the various omponents of their study, from data collection, to analysis nd write-up.

. Cohen

TL1214H Equity Issues in Science Education

his course deals with issues of gender bias, Eurocentrism and ther forms of bias and distortion in science and science-chnology education. It seeks a generalized approach to quity issues and examines ways in which border crossings nto the subcultures of science and science education can be used for all those who currently experience difficulties.

. Hodson, Staff

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, out-door centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.

E. Pedretti

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.

Staff

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

D. Gérin-Lajoie and Staff

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

CTL1307H Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.

D. Gerin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

D. Gérin-Lajoie

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship – linking the individual to social decision-making – is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might "teach" for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.

K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

Staff

CTL1316H Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed. Th nature of global education across the elementary and secondary curriculum will be explored.

Staff

CTL1318H Teaching Conflict and Conflict Resolution

This seminar examines the theoretical and practical challenge of teaching young people (and giving them opportunities) to handle interpersonal and social conflict. The course examine the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, governance, and social relations, from Canadian and international/comparative/cros cultural perspectives. It focuses on analyzing how various kinds of education about conflict fit in, and can challenge, the regularized activities, assumptions, and curriculum of schooling, and also on how the management of conflict implies and shapes 'citizenship' expectations, social exclusion and inclusion. The course emphasizes implicit and explicit conflict management and conflict learning in formal (school) settings, but also examines the relationships between schools and other cultural and socio-political institutions. Participants will become skilled in analyzing research and experience regarding the conflict learning opportunities and equity dilemmas that are embedded in patterns of institutional activity and curriculum, and in various initiatives to teach or facilitate conflict resolution.

K. Bickmore

CTL1400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and econdary classrooms to which students bring diverse ackgrounds, needs and skills. We will examine instructional ffectiveness and its relationship to the techniques and trategies that accommodate student differences, both at the nicro-level of teacher-student interactions, and at the macro-evel of planning, monitoring and evaluating student progress.
Jordan

TL1402H Adaptive Instruction in Inclusive lassrooms

n today's heterogeneous classrooms, teachers diversify their echniques of teaching, the content of lessons and their ystems for evaluating student progress. The greater pupil iversity, the more teachers must adapt instruction. In this ourse, we will examine adaptive instruction at a macro-level teaching methods) and micro-level (student-teacher nteraction). Questions to be examined: What are the eacher's responsibilities for adapting instruction? What is an dapted or modified program? Is differential instruction of tudents discriminatory or essential? How might modified utcomes be evaluated and reported.
Jordan

TL1403H Special Education and Social epresentation of Difference

he purpose of this course is to examine how education and pecial education might be bound up with traditional view or ocial representation meaning that special educational needs r difficulties are essentially within pupils, within individuals. Ve will see how this view might arise from a lack of consid-ation or a misunderstanding of the educational/social ontext in which pupils and teachers interact. We will discuss e arbitrary features of labels and analyze the notion of isability and difference as a "transactional activity" that takes ace between individuals, the labeled and the labeler. This ourse will draw upon sociological and historical examples to nderstand social representations of difference.
Belanger or Staff

TL1600H Implementing Dynamic Web Interaction r Education

he Internet World Wide Web (WWW) is a medium for lucation which goes beyond retrieving static documents. his course explores how to create dynamic interactions for lucational purposes, including Web "forms", server "CGI" ocesses, access of databases, real-time data and images, mulations, search engines, collaborative documents, and ent-side (browser) processes. Students will study and create teractive educational Web projects using programming guages including Perl in a Unix environment, JavaScript d Java, while exploring educational design issues.
erequisite: CTL1605 or permission of the instructor. perience with Perl, Unix, HTML, and Web server anagement are useful background for the technical content d expectations of the course.
aff

CTL1602H Introduction to Computers in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.
J. Hewitt, E. Woodruff

CTL1603H Introduction to Knowledge Building

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communities as one of the course assignments.
J. Hewitt

CTL1604H Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of knowlrdge building and design research to the creation and integration of images, video, sound and text in an educational project The Laboratory Network for Innovation and Technology in Education facilities will be used in this course.
Staff

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
Staff

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
Staff

CTL1608H Constructive Learning and Design of Online Environments

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.
C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
C. Brett

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
Prerequisite: CTL1602 or permission of instructor.
Staff

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.
Staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted or a tutorial basis.)
Staff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practic

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
Staff

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptio underlying problem and method, and the articulation of th relationship between conceptualization and practice. Stude are expected to make seminar presentations of developing thesis ideas.
Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of instructor.

S. Peterson, L. Cameron

TL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of ecent innovations in preservice teacher education programs. pecific innovations in instruction, field-based activities and chool-university relationships are critically examined in elation to changing and sometimes competing conceptions of eaching, learning to teach, and teacher education programs.

). Thiessen and Staff

TL1823H Arts and Education: Play, Drama, and hought

study of imagination, play, and dramatic action in relation human thought and to education and social action. A eview of theories is included, with special attention to hilosophical and sociological premises. Students undertake elected studies in depth in the research, history, and urriculum applications of play and drama as both a subject nd a method.

. Gallagher

TL1825H The Teacher as a Contemplative ractitioner

his course examines the role contemplation can play in aching. Specifically, the concept of contemplation is plored in relation to reflection, personal narrative, and ersonal mythology. Students will also examine the thought d biographies of various contemplatives (e.g., Emerson, uxley, Merton, and Steiner). The course provides opportu- ties to explore various modes of contemplation. Finally, ntemplation will be linked with teaching and how it can low teaching to become a more fully conscious act.

Miller

TL1840H Gender Issues in Mathematics, Science, d Technology

e course will consider topics relevant to the teaching of athematics, science, and technology with a view to creasing the participation of women in these areas. We will view critically research on gender issues, on approaches to ching mathematics and sciences, and on psychological and cial factors related to the participation of women in athematics and science.

. Nieswandt

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

D. Hodson, E. Pedretti, L. Bencze, and M. Nieswandt

CTL1861H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.

T. Goldstein

CTL1880H Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.

A. Jordan and Staff

CTL1921H Knowledge Building Environments

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.

M. Scardamalia

CTL1922H Seminar in Interactive Video/Graphics

Current research and applications in the use of electronic media in the knowledge buildng process will be analysed. Specific considerations will relate to human-computer interaction, interface design, design research methodology, and the use of multimedia for knowledge building.

Staff

CTL1923H Technology Supported In Situ Learning
Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings. Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.
E. Woodruff and Staff

CTL1924H Research Issues in Educational Computer-Mediated Communication
A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.
Prerequisite: CTL1609 or permission of instructor.
Staff

CTL1997H Practicum in Curriculum: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level
Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

Master of Teaching in Elementary and Intermediate Education (M.T.)

Program Coordinator
D. McDougall

Field Placement Coordinator
N. Scarfo

Core Faculty
M.L. Arnold, E. Campbell, A. Jordan

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for a **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination o formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/ teaching-related experiences that they have had, especiall with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
) a photocopy of a certificate of change of name where applicable
:) satisfactory evidence of freedom from tuberculosis **(under review)**.

NOTE: Satisfactory evidence of freedom from active uberculosis is required at the beginning of each academic ear **(under review)**.

IOTE: A criminal record report is required for certifi-ation by the Ontario College of Teachers and is required n both the first and second year of the program.

oncentrations

pplicants must select **one** of the following concen-rations:

- **Primary/Junior** (junior kindergarten to grade 6)
- **Junior/Intermediate** (grades 4 to 10)

pplicants to the Junior/Intermediate concentration must lect **one** teaching subject from the following list:

nglish (First Language)
rerequisites: Two full university courses in English

rench (Second Language)
rerequisites: Five full university courses in French as well written and spoken proficiency demonstrated through sts administered at the time of admission

eography
erequisites: Two full university courses in Geography

ealth and Physical Education
erequisites: No prerequisites are required

istory
erequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**. Registration in the second year is contingent upon successful completion of all first-year work.

First Year Core Courses

CTL7000H	Curriculum and Teaching in Literacy
CTL7002H	Curriculum and Teaching in Mathematics
CTL7003H	Curriculum and Teaching in Social Studies and Science
CTL7004Y	Practicum in Schools
CTL7006H	Reflective Teaching and Inquiry into Research in Education
CTL7007H	Authentic Assessment

Second Year Core Courses

CTL7001H	Educational Professionalism, Ethics and the Law
CTL7005Y	Practicum Internship
CTL7008H	Introduction to Special Education and Adaptive Instruction
CTL7009H	Anti-Discriminatory Education
CTL7010H	Issues in Numeracy and Literacy
CTL7011H	Child and Adolescent Development

Elective Courses

The two electives are normally selected from other graduate courses offered at OISE/UT.

Courses

The following course descriptions are for those courses numbered in the 7000 series.

CTL7000H Curriculum and Teaching in Literacy

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education.

Staff

CTL7001H Educational Professionalism, Ethics and the Law

This course will enable students to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and the role of the teacher are studied in detail. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

Staff

CTL7002H Curriculum and Teaching in Mathematics

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

Staff

CTL7003H Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in social studies and science. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

Staff

CTL7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 40 days of field experience. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

Staff

CTL7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 40 days of field experience as junior staff members within school settings. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

Staff

CTL7006H Reflective Teaching and Inquiry Into Research in Education

This course is designed to develop students' awareness of and reflection about their own professional knowledge, beliefs, values, and skills as emerging teachers in relation to classroom-based and school-based research. The following four broad themes will guide the course in interwoven and complementary ways: (1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice; (2) the teacher as a moral agent who appreciates the ethical demands, complexities, and responsibilities of the role; (3) the teacher as a critical analyst of educational research; (4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.

Staff

CTL7007H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices program.

Staff

CTL7008H Introduction to Special Education and Adaptive Instruction

In Ontario, the regular education classrooms is currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a variety of reasons; legal, educational, moral and philosophical In this course, we will consider special education from the perspective of the regular classroom teacher From this perspective, special education is not "special" but is effective teaching that benefits all the students in the class. It is the provision of instruction that is adapted to the diverse needs o the students in the class. Therefore, we will not consider ho to identify disabilities, or how to interpret psycho-diagnostic tests to confirm learner difference. Instead we concentrate on how instructional assessment can be used to calibrate instruction to meet the needs of individual students, how to accommodate learner differences and how collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.

Staff

CTL7009H Anti-Discriminatory Education

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

Staff

CTL7010H Issues in Numeracy and Literacy

n this course, teacher candidates will explore theoretical and urrent issues in numeracy and literacy spanning kindergarten hrough grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course re intended to help teacher candidates bridge theory and ractice, and articulate personal beliefs and experiences related o literacy and numeracy.

taff

TL7011H Child and Adolescent Development

his course addresses issues and developmental changes in hildren and the factors involved in child development. nfancy, the preschool period, early school years, intermediate ears, and adolescence are covered. Clinical and/or ducational issues may be covered in this course.

aff

Measurement and Evaluation Program

Program Coordinator:
R.G. Wolfe

Core Faculty
R. Childs, G. Hong, T.C.M. Lam, R.G. Wolfe

Associate Faculty
L. Earl

NOTE: This program will be discontinued and is no longer accepting new applicants. Students interested in pursuing studies in measurement, evaluation, or quantitative research methodology are encouraged to contact Professor Tony Lam in the Curriculum Program of the Department of Curriculum, Teaching and Learning or Professors Ruth Childs, Guanglei Hong, or Richard Wolfe in the Developmental Psychology and Education Program of the Department of Human Development and Applied Psychology. Students currently registered in this program will continue to take their required courses with professors either in CTL or in HDAP.

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to select one of two research areas - Measurement or Evaluation. Measurement is for those interested in quantitative methods and theory, including psychometric and statistical theory. Evaluation is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

Master of Education

Applicants are accepted under SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. The M.Ed. may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2009H and HDP1288H. Those who have not studied statistics at least to the level of course HDP1287H must take HDP1287H as an extra course. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Master of Arts

Applicants are accepted under SGS general regulations. The admission requirement for the M.A. is an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in mathematics, statistics, computer science, or a relevant social or behavioral science, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. The M.A. degree program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Students are ordinarily required to take courses CTL2006H, CTL2007H, CTL2009H and HDP1288H. Those who have not studied statistics at least to the level of course HDP1287H must take HDP1287H as an extra course. Additional courses may be required of some candidates.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Education

The Ed.D. degree program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years of relevant professional experience prior to application. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2009H and HDP1288H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program of study on a part-time basis. A minimum of one year of full-time study is required.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degre Requirements section for degree requirements, pages 22 - 28.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation a the graduate level. The chief academic interests, professional concerns, and career plans within measurement an evaluation should be discussed. The committee reviews this Statement to determine the area of study in which a applicant is most interested.

Doctor of Philosophy

The Ph.D. degree program emphasizes theoretical concerns f the fields of measurement and evaluation. A University f Toronto M.A. in education or its equivalent from a ecognized university, in the same area of specialization roposed at the doctoral level, completed with an average rade equivalent to a University of Toronto **B+ or better** s required. Admission is contingent upon satisfactory ompletion of a Qualifying Research Paper (QRP) or a naster's thesis. An applicant's admission will be onfirmed, however, only when the QRP or master's thesis s judged to be of sufficiently high quality to warrant dmission.

he Ph.D. program of study normally consists of six half-ourses. Candidates are expected to have taken courses TL2006H, CTL2007H, CTL2009H and HDP1288H r their equivalents. Those lacking one or more of these ourses are required to take them in addition to the regular octoral program of study, which must include at least our CTL2800-level courses in addition to HDP1288H. tudents must successfully complete a comprehensive xamination. A thesis embodying the results of an original nvestigation, and a final oral examination on the content nd implications of the thesis are also required. The Ph.D. egree is offered on a full-time basis only; ll-time registration is mandatory until all degree quirements have been completed.

OTE: Candidates are responsible for meeting deadlines complete their course requirements, thesis committee rmation and ethical review. All requirements for the egree must be completed within six calendar years from rst enrolment. (See the Minimum Admission and Degree equirements section for program requirements, pages 2 - 28.)

the Statement of Intent, applicants should cite the asons they wish to study measurement and evaluation at e graduate level. The chief academic interests, profesonal concerns, and career plans within measurement and aluation should be discussed. The committee reviews is Statement to determine the area of study in which an plicant is most interested.

ourses

TL2006H Fundamentals of Program Planning and aluation

his course is organized around the various components of ogram planning and evaluation for education and the social d health sciences; needs, evaluability, process, implemention, outcome, impact and efficiency assessments. Data llection methods such as the survey, focus group interview d observation are introduced.
Lam or Staff

CTL2007H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or Staff

CTL2009H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity.
Staff

CTL2010H Research Issues in Alternative Assessments

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and indivdualized assessments.
T. Lam and Staff

CTL2802H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.
Prerequisites: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Models and Issues in Program Evaluation

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.
Prerequisite: CTL2006 or equivalent, or permission of instructor.
T. Lam and Staff

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
Note: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS

L. Earl and R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include: 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.

L. Earl and R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS

L. Earl and R. Wolfe

Second Language Education Program

Program Coordinator

Nina Spada

Core Faculty

Alister Cumming (Head, Modern Language Centre), J. Cummins, A. Gagné, N. Labrie, S. Lapkin, N. Spada, M. Swain

Associate Faculty

R. Childs, Human Development and Applied Psychology;
M. Heller, Sociology and Equity Studies in Education;
E. Geva, Human Development and Applied Psychology;
Y. Johnson, Department of East Asian Studies;
R. Helms-Park, Division of Humanities, University of Toronto at Scarborough;
J. Steele, Department of French Studies

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and l Collection Franco-Ontarienne are located in the OISE/U Education Commons.

The Program offers four degrees: the M.Ed., M.A., Ph.D and Ed.D. (The requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the Program follow regulations describing Second Language Education as a specializatio within the Curriculum Program in versions of the OISE/UT ***Bulletin*** prior to 1998.)

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic tanding equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have eacher certification and at least one year of relevant uccessful professional experience prior to applying. All pplicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to ake the Program, previous qualifications and professional xperiences, particular research or professional interests, nd future career goals.

The M.Ed. offers two programs of study:
Option II consists of eight half-courses plus a major esearch paper (MRP)
Option IV consists of ten half-courses only

n both Options students must take a minimum of four alf-courses within the SLE Program. One of the courses nust be either CTL3000H - Foundations of Bilingual and Multicultural Education or CTL3002Y - Methodology nd Organization of Language Teaching. The M.Ed. rogram of study may be taken on a full or part-time basis. ll requirements for the degree must be completed within ix calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section r degree requirements, pages 22 - 28.)

Master of Arts

pplicants are accepted under SGS general regulations. dmission requires an appropriate four-year University of oronto bachelor's degree, or its equivalent, in a relevant iscipline or professional program, completed with anding equivalent to a University of Toronto **mid-B or etter** in the final year. Ordinarily, applicants should ave teacher certification and at least one year of relevant ccessful professional experience prior to applying. nrolment in the M.A. (rather than the M.Ed. degree rogram) is advisable for students expecting to pursue a octorate in the future. All applicants are required to bmit a résumé and a Statement of Intent describing their asons for wishing to take the program, previous qualifitions and professional experiences, particular research or ofessional interests, and future career goals.

he M.A. program of study may be undertaken on a fullme or part-time basis and consists of eight half-courses d a thesis. **Part-time students are expected to e available to take CTL3001 during day-time ours (usually Friday afternoons)**. Students must ke a minimum of four half-courses within the SLE ogram. Courses must include CTL3001H - Research olloquium in Second Language Education, Master's Level us a course in research methods relevant to the topic of e thesis. Any of the following courses can fulfill this quirement: CTL1018H, CTL1306H, CTL2007H, TL3019H, CTL3800H, CTL3803H, CTL3807H, TL4005H, CTL4802H, AEC1400H, HDP1287H, DP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001H - Research Colloquium in Second Language Education, Master's Level), as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL2007H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, CTL4005H, CTL4802H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

A minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Education

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001H - Research Colloquium in Second Language Education, Master's Level) as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL2007H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, CTL4005H, CTL4802H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degre Requirements section for degree requirements, pages 22 - 28.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Secon Language Education Program. Not all of the courses liste are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultur Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings tha have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
Staff

CTL3001H Research Colloquium in Second Languag Education: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Secon Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching fro preschool to adult education, including planning and teach education.
A. Gagne, Staff

TL3004H Language Awareness and its Role in eacher Development

he language awareness movement is based on the belief that place should be found in the curriculum for exploring the ature of language: its rule-governed structure, its variety and s universal characteristics, the way it is acquired by native peakers and second language learners, its role in society, and s role in creating, sustaining, and enhancing power. The m of the course is to consider: (i) language awareness in rst, second, and foreign language education; (ii) the special eed for language awareness in L2 contexts; and (iii) the role f language awareness in teacher development.
. Helms-Park, Staff

TL3005H Current Issues in English as a Second anguage

his course will consider topics relevant to the teaching of nglish as a second language and English as a foreign nguage. The course will not be designed as a series of ctures, but as a workshop based on the professional and search interests of the students in the group. Specific topics ill vary depending on the students' interests, but will ormally include curriculum planning and syllabus design, assroom-oriented research, the teaching of reading, writing, d oral communication skills, error analysis, pedagogic ammar, and testing.
aff

TL3007H Séminaire sur le language et la communi-ation

e cours a pour but d'explorer une conception élargie du ngage et de la communication basée sur le discours et nalyse du discours. Les interactions humaines et sociales se nstruisent en grande partie au moyen du discours, à travers production, sa circulation, sa diffusion, sa légitimation, sa lorisation, sa consignation, sa mise en archives. Deux odes principaux permettent sa production : la parole et crit. La parole inclut divers types d'activités, telles xpression verbale, la conversation, l'interaction verbale, ndis que l'écrit suppose la production de textes de divers nres. Dans les sciences humaines et sociales, le discours nstitue à la fois un mode d'accès à la connaissance et un ntenu à étudier. En guise d'illustration, nous examinerons verses applications de l'analyse de discours, en particulier squ'il s'agit de comprendre la production discursive dans xercice d'activités de travail ou dans la construction de lentité collective en contexte pluraliste.
Labrie

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. More precisely, this seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversational analysis, interactional analysis, critical discourse analysis, and we will pay special attention to their application to second language education. We will consider language and discourse from the perspective of political economy and the construction of identities. Special attention will also be paid to gender, gender performance and sexuality as identity constructs, as these are interrelated with language use and language acquisition.
Staff

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J.P. Cummins

CTL3010H Second-Language Learning

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.
N. Spada

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
Staff

CTL3011H Bilinguisme et éducation

Ce cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et avec les méthodes de recherche qui ont été développées pour en traiter, de façon à pouvoir prendre en compte ces connaissances dans la recherche, l'enseignement ou le développement de matériel pédagogique,

que ce soit en milieu bilingue ou plurilingue, ou en rapport avec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours à deux ou plusieurs langues. Il aborde également la question du bilinguisme sur le plan des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.
N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming

CTL3013H Evaluation de la compétence langagière

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."
Staff

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
A. Cumming and J. Cummins

CTL3018H Language Planning and Policy

The study of language politics, language planning and policy-making is a relatively recent field focussing on how social groups, governments, and other bodies, are getting involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what "counts" as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. Methodologically, one way to look at such issues is by considering language politics as discourse. This course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3018H Politique et aménagement linguistique

Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmonise les rapports entre, d'une part, les langues de l'école, à savoir l langue d'enseignement et les langues secondes ou étrangères enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre auss bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage d codes.
N. Labrie

CTL3019H Research Themes in Canadian French as Second Language Education

The last thirty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with specia attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluatin writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilita their students' learning of the language system without compromising the important emphasis on the experiential of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
S. Lapkin

TL3023H Sociolinguistique du français canadien

'e cours a pour but de familiariser les étudiantes et étudiants ıx caractéristiques principales du français canadien. Il s'agit 'abord d'en retracer les origines et l'évolution historique, uis d'en dégager les principaux traits, du point de vue lexical, honétique, morphosyntaxique et discursif. Nous :aminerons en outre des phénomènes sociolinguistiques ıtourant la construction de la norme et l'insécurité ıguistique. Ce cours se veut aussi une initiation pratique à recherche sociolinguistique appliquée au français canadien une réflexion sur ses implications pédagogiques.

. Labrie

TL3024H Second Language Teacher Education

ı this course the many dimensions of second and foreign nguage teacher education will be explored. The course will cus on four main areas including 1) the foundations of cond language teacher education, 2) initial teacher 'eparation, 3) in-service education and on-going professional evelopment as well as 4) activities and procedures for second nguage teacher education. Consideration will be given to e specific needs of different types of second language achers working in either traditional or non-traditional arning environments with learners of different ages. The ıplications of responding to these diverse needs for second nguage teacher education will also be explored.

Gagné

TL3797H Practicum in Second Language Education: aster's Level

ı individualized course linking research and theory in SLE th practical fieldwork supervised by a professor. Credit is ɔt given for the fieldwork per se, but rather for the academic ɔrk related to it. Academic assignments related to the field ɔrk are established collaboratively between the student and ofessor supervising the course, and evaluated accordingly, in manner similar to an individual reading and research course g., CTL 3998H). A student wishing to propose a acticum course must prepare a rationale, syllabus, and bliography for the course, and obtain the written approval a supervising professor and of the graduate coordinator in .E one month prior to the start of the academic term in ıich the course is to begin.

ıff

L3798H Individual Reading and Research in cond Language Education: Master's Level

ecialized study, under the direction of a staff member, cusing on topics of particular interest to the student. While ırse credit is not given for a thesis investigation proper, the ıdy may be closely related to a thesis topic. A student shing to propose an Individual Reading and Research ırse must prepare a rationale, syllabus, and bibliography for : course, and obtain the written approval of a supervising ɔfessor and of the graduate coordinator in SLE one month or to the start of the academic term in which the course is begin.

ıff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)

Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.

M.K. Swain, or N. Spada

CTL3801H Research Colloquium in Second Language Education: Doctoral Level

This colloquium provides opportunities for students to learn about ongoing research in Second Language Education and to pursue the study of a research area of interest to them.

M.K. Swain and S. Lapkin

CTL3803H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

Staff

CTL3805H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.

Prerequisite: CTL3010H or permission of instructor.

N. Spada

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.

M. Swain

CTL3807H Processing Second Language Data

For thesis students (M.A., Ph.D., or Ed.D) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.

A. Cumming

CTL3997H Practicum in Second Language Education: Doctoral Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3999H Special Topics in Second LanguageEducation: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)

Staff

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness o the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teachin practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprime à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notion de pouvoi et d'inégalité. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cad théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation francophone.

M. Heller

Teacher Development Program

rogram Coordinator and Head
. Miller

ore Faculty
I. Beattie, C. Beck, B. Bennett, E. Campbell, C. Conle,
L. Cooper, P. Diamond, G. Feuerverger, B. Kilbourn,
I. Kooy, D. Thiessen

ssociated Faculty
I. Connelly, L. Hannay

OTE: This program is discontinued and is no longer ccepting new applicants. However, in September 005, the Curriculum Program will assume responsibility r offering a range of courses in teacher development. tudents interested in this area of research should apply to e Curriculum Program. Students currently registered in eacher Development will continue to take their courses, though these will now be offered through the urriculum Program. The Centre for Teacher evelopment will continue to support teacher evelopment research through the faculty and students sociated with it.

udies in the Teacher Development Program focus on the ersonal, collaborative and organizational experiences of achers throughout their careers. The Program ncompasses such areas as: teacher knowledge, teacher entity, teacher beliefs and practices, teacher inquiry, or acher learning; classroom and school improvement, acher leadership, preservice and inservice education, or acher politics; holistic approaches to teaching and teacher evelopment; and equity and gender matters in teaching, ltural dimentions of teachers' lives, or the changing cial and political context of teachers in society. The acher Development Program examines knowledge and pports research related to each of these areas.

laster of Education

his degree is designed for practicing educators who wish apply knowledge and skills in teacher development to e improvement of educational practice. Applicants are cepted under SGS general regulations, which specify an ppropriate four-year University of Toronto bachelor's egree or its equivalent from a recognized university, mpleted with an academic standing equivalent to a niversity of Toronto **mid-B or better** in the final year. ne year of professional education for teaching, or the equivalent in pedagogical content, is recommended. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Such experience may include teaching in settings other than schools; for example in nursing and other professional teaching programs.

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Applicants are accepted under SGS general regulations. Admission normally requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Such experience may include teaching in settings other than schools; for example in nursing and other professional teaching programs. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Education

Applicants are accepted under SGS general regulations. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study, but, may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28.)

Doctor of Philosophy

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 22 - 28)

Courses

The following is a list of courses which will be offered through the Curriculum Program. Not all of the courses listed are offered in any given year.

CTL4000H Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identif and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able t observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4004H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants enga in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methologies and research findings are discussed for the

purposes of deepening our understandings of our current eaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Kooy

CTL4005H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, elf-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a eacher-self and its context. The protagonists include "the eacher I hope to become" and "missing or 'kidnapped' parts f teacher-self" such as child-artist. The antagonists include the teacher I fear to remain" and "false, idealized teacher-elves". "The teacher I am" provides a staging point for the ext round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new eginnings.
C.T.P. Diamond

TL4007H Language, Culture, and Identity: Using he Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of nguage and ethnic identity maintenance and for allowing udents an opportunity to live vicariously in other thnocultural worlds. The focus is on autobiographical arrative within diversity as a means to our understanding of he "self" in relation to the "other". The course examines the omplex implications of understanding teacher development s autobiographical/biographical text. We then extend this pistemological investigation into more broadly conceived otions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-ias teacher educational enterprise.
. Feuerverger

TL4008H Knowing and Teaching

This course examines how knowledge is developed, explores he relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the arious philosophical bases of such school subjects as English, istory, and math. It examines the relationship between sues about knowing and issues about teaching. For xample, the questions of what and how we should teach are ddressed from the standpoint of different kinds of knowing." The course is oriented toward secondary school ut is not confined to any particular subject-matter specialty. is not assumed that students will have a background in hilosophy.
.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.

Prerequisite: Permission of instructor.
Staff

CTL4011H Teaching and School Renewal

The central idea of this course is that improvements in schooling cannot be externally imposed; rather, schools improve as teachers gradually fine-tune their craft, with support from other quarters. The course enlists the aid of experienced and beginning teachers in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, the teacher-student relationship, facilitating student learning, modifying the curriculum, combining academic learning with life learning, building a class community, teachers as researchers, and school restructuring. The course links theory and practice, helping teachers develop their understanding of teaching by addressing questions of everyday practice.
C.M. Beck

CTL4012H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.

E. Campbell, Staff

CTL4013H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways "Knowledge", "Teaching" and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.

J. Farrell, Staff

CTL4797H Practicum in Teacher Development Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.)

Staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

Prerequisite: Permission of instructor.

C. Conle

CTL4802H Qualitative Research in Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

Prerequisite: Permission of instructor

C.T.P. Diamond, M. Kooy, K. Cooper

CTL4806H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism an accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversia issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers' daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

E. Campbell

CTL4997H Practicum in Teacher Development Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning o term.

Staff

'L4998H Individual Reading and Research in acher Development Program: Doctoral Level

ecialized study, under the direction of a staff member, :using on topics of particular interest to the student. While ırse credit is not given for a thesis investigation proper, the ıdy may be closely related to a thesis topic.

ıff

'L4999H Special Topics in Teacher Development ogram: Doctoral Level

course designed to permit the study (in a formal class :ting) of specific areas of teacher development not already vered in the courses listed for the current year. (This course es not fulfil the purpose of CTL4998, which is normally nducted on a tutorial basis.)

ıff

E2912H Teachers' Work: Classrooms, Careers, ıltures and Change

though there is a long tradition of efforts to describe the aracteristics of teachers as an occupational group, or amine the practice of teaching, it is only in the past few cades that scholars have explored the experiences and ltures of teachers in depth, drawing upon a greater range of eories, methods and ideologies. Some researchers have ught to probe the thinking processes of teachers, partic-arly the way in which knowledge is expressed in action: hers have explored the pivotal role of teachers in school fectiveness and innovation; others have developed models of achers as workers under threat; still others have anlaysed the tent to which gender structures teachers' lives and careers. his course provides an introduction to such topics, at the me time encouraging students who are or have been achers to reflect upon their own experience and the context which it occurs. We look at teachers as individuals using ills and creating identities; as actors and negotiators in assrooms; as colleagues in a workplace; as members of an :cuption. Throughout, we shall remain alert to the social ›licy contexts and constraints within which teachers must ›erate as strategists and decision-makers.

Acker

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- Comparative, International and Development Education (CIDE)
- Environmental Studies (discontinued – see page 99)
- Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this ***Bulletin*** (pages 170 - 177) and the ***School of Graduate Studies Calendar***.

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating CTL Faculty:
Kathy Bickmore, J.P. Farrell, Grace Feuerverger, Alister Cumming and David N. Wilson

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 171 - 173 of this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>**. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Graduate Degree Programs** section of this ***Bulletin*** (pages 172 - 173). Full descriptions for the following seven courses can be found earlier in the CTL section.

CTL1312H	Democratic Citizenship Education
CTL1316H	Global Education: Theory and Practice
CTL1318H	Teaching Conflict and Conflict Resolution
CTL3008H	Critical Pedagogy, Language and Cultural Diversity
CTL3015H	Seminar in Second Language Literacy Education
CTL3018H	Language, Policy and Planning
CTL4013H	Comparative and Cross-Cultural Perspectives

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J.P. Farrell or Staff

CTL6003H Comparative Education: The Developmen of Third World Educational Systems

This course provides opportunities to study the developmen of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn ho to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems i less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course partic ipants from various nations or with experience in developin nations. Participants lacking such experience, but having a interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking bo country studies and comparative studies constitute the terminal learning objectives of this course.
D.N. Wilson or Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to perm students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or Staff

CTL6801H Methodologies for Comparing Educatio Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data v be considered. Topics will range from the practical problen of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the specia analytical problems faced when using comparative data, an (b) the use of comparative data to test propositions and to develop theory in education.
Staff

A wide selection of additional courses is available across participating departments. See the entry on pages 172 - 173 in this ***Bulletin***, or visit the CIDE Website **<cide.oise.utoronto.ca>**.

nvironmental Studies ollaborative Program

ote: CTL has discontinued its participation in the .Ed./M.A./Ed.D./Ph.D. Collaborative Program in nvironmental Studies but will ensure that all students rolled in the program will be able to complete the cessary program requirements.

he Department of Curriculum, Teaching and Learning is ne of several U of T departments to collaborate with the stitute of Environmental Studies to offer M.Ed., M.A., d.D. and Ph.D. degree programs. Typically, between two nd four courses are chosen from the graduate courses sted with the Institute of Environmental Studies.

ternships for students are sometimes available through e Institute for Environmental Studies. Interested udents should forward an application to both the CTL epartment and the Institute for Environmental Studies.

dditional information is available in the "Collaborative raduate Degree Programs" section (page 176), or the ***chool of Graduate Studies Calendar,*** or contact:
onna Workman, IES Graduate Student Advisor
stitute for Environmental Studies
3 Willcocks Street, Suite 1022
oronto, Ontario M5S 3E8
elephone: 416-978-7077
ax: 416-978-3884
-mail: ies.gradinfo@utoronto.ca
ebsite: **www.utoronto.ca/env/ies**

raduate Collaborative rogram in Women's Studies GCWS)

he Department of Curriculum, Teaching and Learning is ne of 25 University of Toronto departments which articipate in the Graduate Collaborative Program in omen's Studies (GCWS), offering M.Ed., M.A., Ed.D. nd Ph.D. degree programs. The GCWS provides a ormal educational opportunity for qualification in the ield of women's studies through the pursuit of original nterdisciplinary research in women's and gender studies nd advanced feminist scholarship.

he Program provides a central coordinating structure to acilitate and disseminate women's studies research through tudent and faculty research seminars, colloquia, irculation of work in progress, study groups, conferences, nd publications.

ourses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1309H	Les stereotypes sexuels dans les programmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H	Democrative Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology
CTL1861H	Critical Ethnography
CTL1999H	Special Topics in Curriculum: Doctoral Level: Queer Theories, Bodies and Curriculum

All programs of study should be planned in consultation with Tara Goldstein, program advisor in the CTL Department, and with the GCWS Coordinator of Graduate Studies. Further information is also available on page 176 and from the ***School of Graduate Studies Calendar.***

Further information is available from:
Tara Goldstein
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 7881
E-mail: tgoldstein@oise.utoronto.ca
Website: **http://www.utoronto.ca/iwsgs/**

Human Development and Applied Psychology (HDAP)

The Department of Human Development and Applied Psychology offers graduate degrees in four programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers' Certificate of Qualification and an M.A.

Developmental Psychology and Education (M.A., M.Ed., Ph.D. and Ed.D.)

The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacher or other practitioner in education or related fields.

Developmental Science (M.A., Ph.D.)

This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program. It is offered in collaboration with the Department of Psychology and prepares students for academic and research careers.

School and Clinical Child Psychology (M.A. and Ph.D.)

A program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled ***Department of Human Development and Applied Psychology Program Guidelines***. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

General Information

For application information and forms visit the Registrar' Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/hdap/

For registration information, contact:

Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Child Study and Education

Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Developmental Psychology and Education

Nancy Mayes
Telephone: 416-923-6641 ext. 2471
E-mail: nmayes@oise.utoronto.ca

Developmental Science Collaborative Program

Joan Grusec
Telephone: 416-978-7610
E-mail: grusec@psych.utoronto.ca

School and Clinical Child Psychology

Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Programs and Admissions Coordinator

Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; early childhood/ kindergarten education; socio-cultural context of development)

Associate Chair of the Department

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Centre of Criminology
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Faculty

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Xi Chen-Bumgardner, Ph.D. (Illinois)
Assistant Professor
(children's literacy development; learning to read in first and second language; bilingual and biliteracy development; learning to read Chinese; cross-cultural studies of literacy)

Ruth Childs, Ph.D. (North Carolina)
Associate Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Carl Corter, Ph.D. (North Carolina)
Professor and Director, Institute of Child Study
(kindergarten education; parenting; sibling and family relationships; infant development)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)
Associate Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Professor
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)
Senior Lecturer
(play as a learning medium; teacher education; constructivist teaching)

Guanglei Hong, Ph.D. (Michigan)
Assistant Professor
(causal inference; multi-level modeling; longitudinal data analysis; educational policy and program evaluation; instructional effectiveness)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, The Atkinson Charitable Foundation Chair in Early Childhood Development and Education
(human development; cognitive and social processes in developmental diversity)

Marc Lewis, Ph.D. (Toronto)
Professor
(personality development; emotional development; cognition/emotion interactions in development; dynamic systems approaches; emotional neurobiology)

Nancy Link, Ph.D. (Toronto)
Senior Lecturer, Clinical Director, School and Clinical Child Psychology Program
(Personality assessment; emotional development)

Chris Moore, Ph.D. (Cambridge)
Professor, Canada Research Chair in Social Cognitive Development
(development of social understanding in infants and preschool children; development of self)

Joan Moss, Ph.D. (Toronto)
Assistant Professor
(children's mathematical development; cognitive development; teaching and learning mathematics - elementary)

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor
(environmental factors influencing preschool children's social development; cognitive and emotional school readiness; the impact of neighbourhoods on children; family law)

Joan Peskin, Ph.D. (Toronto)
Senior Lecturer
(children's theory of mind; expertise in literary reading; cognition and instruction)

Katreena Scott, Ph.D. (Western)
Assistant Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, Canada Research Chair in Applied Cognitive Science, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Richard Wolfe, (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Judith Bernhard, Ph.D. (Toronto)
Professor, Ryerson University

Jane Bertrand, M.Ed. (Toronto)
Executive Director, Atkinson Centre for Society and Child Development, OISE/UT

Ester Cole, Ph.D. (Toronto)
Psychologist, private practice; President, Ontario Psychological Association

Alister Cumming, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Judith Friedland, Ph.D. (Toronto)
Professor, Department of Occupational Therapy, University of Toronto

Martha Friendly, Ph.D. (Connecticut)
Coordinator, Childcare Resource and Research Unit and Senior Research Associate, Centre for Urban and Community Studies, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Anne Jordan, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Katharina Manassis, M.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto

Solveiga Miezitis, Ph.D. (Toronto)
Professor, Department of Adult Education and Counselling Psychology, OISE/UT

Adrienne Perry, Ph.D. (York)
Assistant Professor, York University, Consulting Psychologist, Thistletown Regional Centre

Joanne Rovet, Ph.D. (Toronto)
Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Russell Schachar, Ph.D. (Toronto)
Professor, Department of Psychiatry; University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Rosemary Tannock, Ph.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto; Senior Scientist, Brain and Behaviour Research Program, Hospital for Sick Children

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

Philip D. Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors (School and Clinical Child Psychology Program)

Tahira Azmi, M.A. (Toronto)
Psychoeducational Consultant
York Region District School Board

Janice Baker, Ph.D. (Toronto)
Psychoeducational Consultant
Peel District School Board

Pamela Beharry, Ph.D. (Waterloo)
Psychologist, Lutherwood

Ian Brown, Ph.D. (Toronto)
Co-ordinator of Psychological Services
Durham Catholic District School Board

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department
Hincks-Dellcrest Centre (Jarvis Site)

P. Sheri Gordon, M.Ed. (Toronto)
Psychological Associate
York Region District School Board

Margaret James, M.A. (Auckland)
Psychoeducational Consultant
Toronto District School Board

Eileen Keith, Ph.D. (Toronto)
Psychologist, Surrey Place Centre

Maria Kokai, Ph.D. (Budapest)
Psychologist, Toronto Catholic District School Board

Ken Kwan, Ph.D. (Toronto)
Clinical Director, Markham Stouffville Family Life Centre

Karen Leitner, Ph.D. (Toronto)
Senior Psychologist, Southlake Regional Health Centre

Maryanne McCarty Mayor, Ph.D. (Toronto)
Psychologist, Toronto Catholic District School Board

M. Ann McCoy, M.A. (Massachusetts)
Psychological Associate
Toronto Catholic District School Board

Mona McLean, Ph.D. (Toronto)
Consulting Psychologist, Toronto Catholic District School Board

Anne Mellers, Ph.D. (Ohio)
Consultant, Hincks-Dellcrest Day Treatment Centre

Sandra Mendlowitz, Ph.D. (Toronto)
Psychologist, Hospital for Sick Children

Betty Milne, M.Ed. (Toronto)
Psychoeducational Consultant, Peel District School Board

Nozomi Minowa, Psy.D. (Massachusettes School of Professional Psychology)
Psychologist, Surrey Place Centre

Adrienne Perry, Ph.D. (York)
Consulting Psychologist, Thistletown Regional Centre

Schrine Persad, Ed.D. (Toronto)
Chief Psychologist, York Catholic District School Board

Mardi Ridley, Ph.D. (Toronto)
Psychologist, Psychology Dept. Dufferin - Peel CDSB

Lynne M. Sinclair, Ph.D. (York)
Psychologist/Team Leader, Surrey Place Centre

Georgia Steinhart, MA. (California)
Psychological Associate
Toronto Catholic District School Board

Christine Wasson, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Pamela Wilansky-Traynor, Ph.D. (York)
Psychologist, CAMH – Child, Youth and Family Program

Christian Wyss, Ph.D. (Windsor)
Intregrated Services for Northern Children

Debby Zweig, Ph.D. (Minnesota)
Coordinator, York Central Hospital – Shaw Clinic

Practicum Coordinator

Ronna Kluger, M.Ed. (Boston)

Laboratory School Staff

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
A.C. Cassidy, B.A. (Concordia), Dip.C.S. (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
B. Crook, B.Ed. (Queen's)
Z. Donoahue, B.A., Dip. C.S., M.Ed. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
R. Hersen, B.F.A. (York)
J. Kimel, M.A. (Toronto)
N. L'Espérance, M.A. (Toronto)
M. Martindale, B.A., Dip.C.S. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
K. Raun, M.A. (Toronto)
R. Reeve, B.A., B.Ed. (Queen's), M.Ed. (Toronto)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)

University Professor Emeritus

David R. Olson, Ph.D. (Alberta)

Professors Emeriti

Andrew Biemiller, Ph.D. (Cornell)
Carl Bereiter, Ph.D. (Wisconsin)
Betty Flint, M.A. Dip. C.S. (Toronto)
Carol Musselman, Ph.D. (Michigan)
Keith Oatley, Ph.D. (London)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants should also include the name(s) of potential supervisor(s) whose research interests are similar to the research interests identified in their statement of intent. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 192 - 197.

Interdepartmental Research Area

The Nature and Development of Literacy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 176 for further information.

Child Study and Education Program

aster of Arts

he Master of Arts in Child Study and Education Program offered at the Institute of Child Study, a centre of profes- ional teacher training and research in childhood and ducation, which includes a Nursery through Grade 6 aboratory School.

he philosophy of this Program is based on the belief that uccessful teaching requires an understanding of how hildren's capacities, concerns, and behaviour change with ge; how individual differences reflect developmental hanges; and how social and physical environments nfluence children's development.

he Program introduces students to educational and levelopmental theory and research relevant to educational ettings, showing how this research can inform classroom ractice. Students also learn how to objectively study hildren, using both practical assessment and formal nethods of inquiry. These areas of knowledge combined vith knowledge of effective teaching methods and learning nvironments result in educational practices that build on hildren's current levels of development.

The Program requires two years of full-time study leading o a Master of Arts degree. Eligible graduates are ecommended to the Ontario College of Teachers for an **ntario Teachers' Certificate of Qualification**, which ualifies the holder to teach in the primary and junior livisions of Ontario Schools.

dmission Requirements

dmission to the two-year M.A. requires undergraduate tudies equivalent to a University of Toronto four-year achelor's degree with standing equivalent to a University f Toronto **mid-B or better** in the final year. Applicants re also required to have experience working with groups f children, preferably in responsible positions. Normally n interview is required prior to admission.

pplicants should include the following information in ddition to the standard application requirements:

) at least one professional reference from a place where the applicant has worked with children

2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

3) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

3) satisfactory evidence of freedom from tuberculosis **(under review)**

NOTE: Satisfactory evidence of freedom from active tuberculosis will also be required at the beginning of the second academic year **(under review)**.

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar and Practicum
HDP2210	Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

In addition to one elective half-course, the following required courses are to be taken:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics
HDP2230	Designing Educational Programs

Internship Term

In addition to one elective half-course, the following required courses are to be taken:

HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2221	Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, offered by the Catholic Office of Religious Education, in addition to their regular electives. Students interested in this option should inform the Program secretary when they register.

Depending on their career goals, students may wish to select courses and placements to focus on particular areas:

Special Education

Students planning a career in special education may include a six-week placement in a special education setting in their first year of study. In their first or second year of study, they may elect HDP2280 (Introduction to Special Education and Adaptive Instruction). In their second year, they may elect HDP2292 (Assessment for Instruction).

Early Childhood

Students interested in kindergarten and early childhood programs may take their internship in an early years setting in their second year, in addition to the required six-week early years placement in their first year. They may also take electives in first and second year in early childhood from among: HDP1211 (Psychological Foundations of Early Development and Education); HDP1241 (Outcomes of Early Education and Childcare); HDP1272 (Play and Education).

Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP) normally under the supervision of a qualified faculty member at ICS. Students who plan to do the QRP must take HDP1209 (Research Methods and Thesis Preparation in Human Development and Applied Psychology) either during their first year of study or during the summer session following their first year. In their second year, students should register for an independent reading and research course with their QRP supervisor. As it is difficult to complete the QRP requirements while focusing on Special Education or Early Childhood, courses may be taken in the Summer Session between the first and second years.

Students who have not studied statistics as undergraduates are expected to take HDP1287 (Introduction to Applied Statistics).

NOTE: Successful completion of a QRP does not guarantee acceptance to a doctoral degree program within HDAP. Students must submit an application for the doctoral degree program.

One-Year Degree Program

This degree program is offered only to students who already hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhoo Education from the University of Toronto and an Ontario Teachers' Certificate of Qualification. The one-year M.A. is intended to develop an academic-inquiry oriented approach to children and learning and to prepare students for further graduate study.

Degree Requirements

The one-year M.A. program requires successful completio of two required core courses plus six electives. At least four half-courses must be within HDAP. The program may be undertaken either on a part-time or full-time basis The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics an Science

Students interested in further graduate study are advised t include courses in research design, measurement, and statistics, and to undertake a Qualifying Research Paper (QRP) that includes empirical field work.

Developmental Psychology and Education Program

his Program will provide an opportunity for students to onstruct an overall perspective on developmental sychology and human development and their mplications for practice with children in different applied ettings. Students are required to take core courses in esearch methodology and statistics. Elective courses cover range of research areas including early childhood levelopment and education, applied cognitive science, uantitative research methodology, psychometric theory, daptive instruction and special education, social and ersonality development, language, literacy and nathematics development, school readiness, instruction nd learning, strategies for modifying developmental utcomes and accommodating individual differences, and ther applications to contexts such as schools, daycares, nd families. In consultation with their academic advisor, tudents select courses with a focus in one or more of the bove areas.

aster of Arts

he M.A. degree program is designed primarily for tudents who wish to pursue a career in research, university r community college teaching, and related activities. As n apprenticeship approach is favoured, students are xpected to become closely involved in the research of their upervisor.

dmission Requirements

dmission to the M.A. requires a preparation equivalent to University of Toronto four-year bachelor's degree. lthough most applicants will have a degree in Psychology, pplicants with a four-year bachelor's degree in Cognitive cience, Computer Science, Linguistics, or a helping rofession such as Speech and Language Pathology, ursing, Social Work, Physiotherapy, Occupational herapy or other area relevant to their specific program of tudy, are also eligible to apply for admission. The usual dmission standard is standing equivalent to a University f Toronto **A- or better**. In addition to the required etters of recommendation, applicants are requested to ubmit a second academic letter of recommendation.

Degree Requirements

The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake their program of study on a part-time basis; a detailed case for such permission must be submitted with the admission application.

Required courses:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1288	Intermediate Statistics and Research Design
HDP2252	Individual Reading and Research in HDAP: Master's Level

Students must take additional courses from the M.A. required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. degree program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. degree program requires a preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Degree Requirements

The M.Ed. program of study is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent, as one of their ten half-courses.

Doctor of Philosophy

The Ph.D. degree program emphasizes knowledge in several disciplines related to theory and research in the area of developmental psychology and education. It is designed for students who wish to pursue a career in university or community college teaching, and careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Cognitive Science, Computer Science, Curriculum, Philosophy, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of six half-courses, a comprehensive requirement and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year) are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

an intermediate or higher level statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology will be required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Doctor of Education

The Ed.D. degree program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. degree program requires a University of Toronto master's degree in Developmental Psychology and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program.

Degree Requirements

The Ed.D. is comprised of eight half-courses, an internship and a thesis. While students may begin the program of study on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program of study. It is highly recommended that students use such time to complete th thesis requirement, not coursework. Required courses are

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

a statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

It is recommended that students take HDP3200 near the beginning of their program of study and the statistics course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the student advisor.

Developmental Science Collaborative Program

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and esearch careers in Developmental Science. This Program inks developmental psychology, cognitive science, biological approaches, educational psychology, and ntervention science, as applied to children and their amilies, to form a coherent program of studies dedicated o research on child development and its applications. This integration addresses a major shift within the field oward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology.

NOTE: This program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

Master of Arts

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto **A– or better**. Students will apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students will register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, will provide counseling and supervision appropriate to both sets of requirements.

Degree Requirements

In addition to courses required by the home department, students enrolled in the Collaborative Program must take the following courses. Note that these courses may also serve as requirements or electives in one or both home departments.

Required Courses

JDS1233	Cognitive Development and Applications
JDS1249	Social-emotional Development and Applications

Doctor of Philosophy

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the Ph.D. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology and a master's degree in either Psychology or Developmental Psychology and Education with standing equivalent to a University of Toronto **A– or better** (in the masters degree). Students will apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students will register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, will provide counseling and supervision appropriate to both sets of requirements.

Required Courses

JDS3000	Advanced Methods in Developmental Science

NOTE: All students will also be required to attend a Developmental Science colloquium series.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE/UT department.

School and Clinical Child Psychology Program (SCCP)

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP Program at OISE/UT is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education.

The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The M.A. degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic and shadow a school psychologist for 25 hours. In the second year, students have a practicum experience of approximately 25 hours.

Admissions Requirements

Admission to the M.A. requires a preparation equivalent t a University of Toronto four-year bachelor's degree in Psychology, or its equivalent, defined as six full courses in psychology, including one half-course in research methods and at least three full psychology courses at the third and fourth year level. The usual admission standard is standin equivalent to a University of Toronto **A- or better**. Applicants should provide documented evidence of relevant professional experience. Applicants are required t submit two academic and one professional letters of recommendation.

Degree Requirements

The M.A. program of study is comprised of 11 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School and Clinical Child Psychology
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses to be taken in the second year, are:

HDP1218	Seminar and Practicum in Assessment
HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP1236	Developmental Psychopathology

In consultation with their advisors, students are required to take a course in cognitive/affective bases of behaviour and research methods. Courses that fulfill these requirements are listed in the Program Guidelines.

In addition, students are required to take one elective course, selected in consultation with their faculty advisor. For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, HDP1287 (Introduction to Applied Statistics) must be taken in addition to the other requirements. Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is ntended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A.. They would be engaged in activities that put a premium on the knowledge of psychoogical principles and the ability to use them in a ystematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE/UT M.A. in School and Clinical Child Psychology or its equivalent. The usual admission tandard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be onsidered. However, if the M.A. was not equivalent to he OISE/UT M.A. in School and Clinical Child Psychology, the student will be required to take additional ourses to receive equivalent training.

NOTE: Continuation from the M.A. to the Ph.D. is not utomatic; graduates from the M.A. are considered in a pool with all other applicants to the SCCP Ph.D. program.

Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of ten half-courses (including a practicum course and an internship), a comprehensive examination and a doctoral dissertation, and is normally undertaken on a full-time basis. Students are expected to:

- complete the comprehensive examination by the end of their required period of full-time study
- receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfil this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses:

HDP3200	Research Proseminar on Human Development and Applied Psychology
HDP3241	Seminar and Practicum in Assessment and Intervention with Children
HDP3242	Internship in School and Clinical Child Psychology

Normally, HDP3200 is taken in the first year of the Ph.D., HDP3241 in the second year of the Ph.D., and HDP3242 in the final year of the Ph.D.

plus

one course from each of the following menus (see the Program Guidelines for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Bases of Behaviour
- Biological Bases of Behaviour
- Statistics

Not all courses listed in the menus are offered on an annual basis. Students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied

Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-489-8388
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
Staff

HDP1201H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.
Staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course reviews foundational skills necessary for the successful completion of the M.A. thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. Th aim is to try to integrate these three things (research method the interpretation of statistics, and thesis/journal article preparation).
M.L. Arnold, M. Lewis and Staff

HDP1211H Psychological Foundations of Early Development and Education

This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such teachers' beliefs and curriculum areas, to child and family factors such as temperament and attachment, and to social

factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.
J. Pelletier and Staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-III, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course HDP1216.
M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP 1215.
M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.
Note: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.
Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.
N. Link and Staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.
M. Peterson-Badali and Staff

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.
Note: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first M.A. year.
J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
Note: Targeted to School and Clinical Child Psychology students; others by permission of instructor.
K. Scott and J. Jenkins

HDP1223H Depression in the Schools: Assessment, Prevention and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development.
S. Miezitis

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
Staff

HDP1236H Developmental Psychopathology

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.
J. Jenkins and Staff

HDP1237H Cognitive Development, Learning and Instruction

This course will cover theories and models of cognitive development that are relevant to instruction and educational practice. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas.
Note: Students must either successfully complete or concurrently enroll in HDP1233 prior to enrolling in this course, otherwise permission of instructor is required.
J. Peskin

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

HDP1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)
J. Hardacre and Staff

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
K. Scott, R. Volpe and Staff

HDP1259H Child and Family Relationships - Implications for Education

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood. Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.
C. Corter and Staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
Note: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.
M. Peterson-Badali and Staff

HDP1265H Advanced Topics in Social and Personality Development

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well

as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.
Prerequisite: HDP1249
M.L. Arnold, R. Volpe and M. Lewis

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
Note: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
J. Hardacre and Staff

HDP1273H Psychology of Disability and Empowerment

The purpose of this course is twofold: 1) to develop theoretical and practical knowledge about the social context of disability, and 2) to promote the full and equal participation of persons with disabilities in society through empowerment. Barriers to an inclusive society will be explored and the roles that professionals may play in the disempowerment of persons with disabilities will be examined. The course assumes a cross-disability focus and is guided by the philosophies of independent living and community living, emphasizing human rights, self-determination, interdependence, equality, and full and valued participation in the community.
Staff

HDP1279H Preventative Interventions for Children at Risk

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and Staff

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
Note: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
J. Jenkins and Staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field. This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1287H Introduction to Applied Statistics

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics; an introduction to sampling, experimental design and statistical inference; contingency tables and Chi-square; t test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze real data and to interpret the analytical results.
Note: Students who have previously taken CTL2004 are prohibited from taking this course.
R. Childs and G. Hong

HDP1288H Intermediate Statistics and Research Design

Survey sampling, experimental design, and power analysis; analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models; linear and multiple regression; multiple correlation; analysis of covariance.
Note: This course is intended primarily for OISE/UT students. Others must seek the permission of the instructor to register. Students who have previously taken CTL2808 are prohibited from taking this course.
Prerequisite: HDP1287 or equivalent.
R. Childs and G. Hong

HDP1289H Multivariate Analysis with Applications

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.
Note: Students who have previously taken CTL2809 are prohibited from taking this course.
Preqrequisite: HDP1288 or equivalent.
R.G. Wolfe

HDP1291H Causal Inference and Structural Equation Modeling

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, confirmatory factor analysis, and general structural equation modeling, students will be introduced to causal inference theories and techniques including propensity score matching and stratification, inverse-probability-of treatment weighting (IPTW), selection models, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and/or conducting empirical research about causality.

Note: Students who have previously taken CTL2011 are prohibited from taking this course.

Prerequisite: HDP1288 or equivalent.

G. Hong

HDP1292H Test Theory

Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.

Note: Students who have previously taken CTL2801 are prohibited from taking this course.

Prerequisite: HDP1287 or equivalent.

R. Childs

HDP1293H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g., balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.

Note: Students who have previously taken CTL 2807 are prohibited from taking this course.

Prerequisite: HDP1288 or permission of instructor.

R. Childs, G. Hong and R. Wolfe

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence. Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.

Staff

HDP2200Y Child Study: Observation, Evaluation, Reporting and Research

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-researcher and issues in connecting research and practice wil be emphasized.

Note: This course is normally open to students in the M.A. in Child Study and Education program only.

J. Astington, C. Corter, R. Volpe and Staff

HDP2201Y Childhood Education Seminar and Practicum

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an acdemic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.

Note: This course is normally open to students in the M.A. in Child Study and Education program only.

J. Hardacre and Staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.

J. Hardacre and Staff

HDP2210Y Introduction to Curriculum

This full-year course provides an introduction to the basic curriculum areas with an extended focus on the Early Years (JK/SK) and on Grades 1-6 Language & Literacy, Mathematics & Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario

Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.

Note: This course is normally open to students in the M.A. in Child Study and Education program only.

J. Pelletier, J. Moss and Staff

HDP2211H Theory and Curriculum I: Language and Literacy

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.

Note: This course is normally open to students in the M.A. in Child Study and Education program only.

D. Willows and Staff

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

Note: This course is normally open to students in the M.A. n Child Study and Education program only.

J. Moss and Staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a ingle practicum placement called an internship during either he fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member rom the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to onsolidate developing skills and attitudes as they apply their eaching skills.

Note: This course is open only to students in the MA in Child Study and Education program.

. Hardacre, R. Kluger and Staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning ctivities carried out over an extended period of time to ccomplish a number of long-term learning goals. The main oal of this course is to help students learn how to plan ducational programs that can accommodate a variety of hildren and achieve a variety of learning goals.

ote: This course is normally open to students in the M.A. n Child Study and Education program only.

taff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology.

Staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical perspectives. It is intended to provide students with knowledge, skills, and attitudes that will enable evidence-based understanding of what is involved in working with exceptional learners across a variety of settings, but primarily in an inclusive classroom situation. Focus is placed on curriculum being flexible in responding to diversity, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.

Staff

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of gifted children and adolescents; educational programs in regular and special classes.

Staff

HDP2287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.

J. Wiener and Staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.

Prerequisite: HDP2280H or equivalent

E. Geva

HDP2293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.

G. Hong

HDP2296H Reading and Writing Difficulties

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.

Note: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.

D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.

Staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe and Staff

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

J.W. Astington and Staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are: a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

M. Ferrari and R. Volpe

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

Prerequisite: Permission of instructor.

Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.

Note: Permission of the instructor is required.

E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.

J. Ducharme

HDP3225H Developmental Trajectories and High Risk Environments

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.

J. Jenkins and Staff

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.

Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.

M. Ferrari, K. Stanovich and Staff

HDP3227H Multi-Level Modeling in Social Scientific and Educational Research

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher mprovement, and organizational change. Multi-level modeling, also called "hierarchical linear modeling (HLM)", esolves the dilemma of "units of analysis". More mportantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This ourse will cover basic two-level and three-level models, growth curve models, and multi-level experimental and quasi-xperimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own esearch contexts.

Prerequisite: HDP1287 or equivalent

G. Hong

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, we will discuss cognition-emotion interaction and the development of this interaction over the lifespan. Contemporary approaches to modeling development will be introduced, along with some grounding in the neural basis of emotion. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.

M. Lewis

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing. *Staff*

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.

Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year.

Open to School and Clinical Child Psychology students only.

Pre-requisites: 1216 or equivalent and 1218 or equivalent and permission of the instructor.

N. Link and Staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.
Note: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.
Prerequisite: HDP1218 or equivalent and permission of the instructor.
N. Link and Staff

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1500 hour placement completed in the third or fourth year of doctoral study.
Prerequisites: HDP3241H and permission of instructor.
N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.
Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
J. Jenkins and Staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
Staff

HDP3286H Developmental Neurobiology

In this course we will focus on brain systems involved in cognition and emotion and track their development from birth to adulthood. We will pay particular atttention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.
M. Lewis

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
Note: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.
J. Wiener and Staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.
J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.
Note: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.
D.M. Willows and Staff

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will

be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
Staff

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts
The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.
Note: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

IDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level
Specialized study, under the direction of a faculty member, ocusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

IDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level
A course designed to permit study (in a formal class setting) f specific areas not already covered in the courses listed in he current year. For further information, see the course chedules available in early March.
taff

DS1233H Cognitive Development and Applications
This course provides a comprehensive overview of cognition rom infancy to adolescence, by considering the development f sensorimotor abilities, memory, language, concepts, easoning and problem solving, metacognition, and social ognition. The course links theory and research in cognitive evelopment to applications with families, schools and ommunities
M. Ferrari and C. Moore

DS1249H Social-Emotional Development and pplications
his course will review theories of social and emotional evelopment, and then follow the child's social-emotional rowth from birth through adolescence. Within the context f children's family and peer relationships we will consider the ays in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.
M. Perlman and M. Lewis

JDS3000H Advanced Methods in Developmental Science
The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately eight topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in the method being taught.
P. Zelazo and M. Lewis

JHC1251H Reading in a Second Language
This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JPX1001H Parenting: Multidisciplinary Perspectives
This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives. (Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)
C. Corter (Coordinator)

Sociology and Equity Studies in Education (SESE)

Département de sociologue et d'études de l'équité en éducation

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

- Aboriginal and Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-Racism Studies
- Feminist Studies and Gender Relations in Education
- Learning, Work and Change

Sociology in Education is the study of the social context of education. The Department understands education as a broad, multi-faceted concept – that is, a social organization of knowledge, teaching, and learning which takes place both within and beyond schooling. 'Equity' is the lens through which we approach these phenomena. We blend with this vision the principles of interdisciplinarity and community engagement. Throughout our history, we have worked across, and attempted to bridge, divisions between theory and practice, insisting that the complexity of formal education settings and educational practices more broadly warrant equally complex and critical theoretical analysis.

Faculty participate in several related interdepartmental research areas, collaborative programs, research centres and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For application information and forms, visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic and Departmental Information

For academic and departmental information, visit the SESE Website: **www.oise.utoronto.ca/depts/sese**

If you require further application information, contact:
Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca

For Departmental program inquiries, contact:
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca

Chairs and Coordinating Faculty

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Chair of the Department and Departmental Graduate Coordinator, cross-appointed to the Departmen of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges, political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

onica Heller, Ph.D. (California at Berkeley)
rofessor, Associate Chair of the Department, cross-
ppointed to the Department of Anthropology, University
f Toronto and to the Centre de recherche en éducation
anco-ontarienne
Franco-Ontarian studies; linguistic anthropology of
ducation; language, social inequality and social difference;
ociology of language)
heller@oise.utoronto.ca

. Paul Olson, M.A. (Princeton)
ssociate Professor, Graduate Studies Academic Secretary
Aboriginal education; anti-racism, global and international
ducation; criminology; social psychology; socialization;
mbolic interactionism; quantitative and qualitative
ethods; political sociology; theory; bilingual education;
mputer implementation; comparative education)
olson@oise.utoronto.ca

aculty

andra Acker, Ph.D. (Chicago)
rofessor, cross-appointed to the Department of Theory
d Policy Studies in Education, and Associate Dean of
e School of Graduate Studies, University of Toronto
ender and education; work, cultures, and careers of teachers
d academics; teacher education; sociology of education;
igher education)
cker@oise.utoronto.ca

cqui Alexander, Ph.D. (Tufts)
rofessor, cross appointed from the Institute for Women's
udies and Gender Studies, New College, University of
oronto
ransnationalism, feminism, post-colonialism)
cqui.alexander@utoronto.ca

athalie Bélanger, Ph.D. (Sorbonne)
ssistant Professor, Head, Centre for Franco-Ontarian
udies (CREFO) and the Centre de recherche en
lucation franco-ontarienne
ranco-Ontarian studies; sociology and history of special
lucation; inclusive education)
elanger@oise.utoronto.ca

ari Dehli, Ph.D. (Toronto)
ssociate Professor
eminist studies of knowledge and education; historical
ciology; cultural studies and communication; social and
litical thought; government, power, politics and subjectivity)
ridehli@oise.utoronto.ca

argrit Eichler, Ph.D. (Duke)
ofessor, cross-appointed to the Department of Sociology
d University College, University of Toronto
mily policy; gender-based analysis, integrative inequality
alysis; women's studies)
eichler@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carol von Ossietzky University of Oldenburg)
Associate Professor
(international relations; education and development; global economic restructuring; international migration and immigration policies (Canada, U.S. and Germany); domination, moralities, sexualities, education and national policy)
rfolson@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
mfullan@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor Emeritus,
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
ebharvey@oise.utoronto.ca

Judy Iseke-Barnes, Ph.D. (Alberta)
Associate Professor
(Aboriginal and Indigenous studies in education; indigenous knowledges; Aboriginal peoples and media; culture and technology; anti-racist studies of education; culture and pedagogy; decolonizing education; cultural regeneration; critique of neocolonial agendas)
jisekebarnes@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies; Olympic Industry critique)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed to the Department of Adult Education and Counselling Psychology and the Department of Sociology
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
rng@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor (on leave)
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

Peter Sawchuk, Ph.D. (Toronto)
Assistant Professor
(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory)
psawchuk@oise.utoronto.ca

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(culture and communications; social and political thought; formation of historical consciousness; remembrance and learning; representations of mass violence and social suffering in video, film, literature, art and new media; Holocaust and genocide education; museum studies)
rsimon@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)
Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminism and transnationality; diaspora studies; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Rinaldo Walcott, Ph.D. (Toronto)
Associate Professor
(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)
rwalcott@oise.utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)
Associate Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nwane@oise.utoronto.ca

Terezia Zoric, B.A., B.Ed. (Toronto)
Lecturer, cross-appointed to the Department of Theory and Policy Studies
(school policy; social diversity; equity; teacher education; citizenship)
tzoric@oise.utoronto.ca

Associated Instructors

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

Departmental Research Areas

Faculty and student research and interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five research areas listed below (as well as in the Interdepartmental Research Areas and Collaborative Programs). Students are not required to stay within a single research area when selecting courses.

Aboriginal and Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Aboriginal, Indigenous, and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint; images, in art, theatre poetry, film and literature of Aboriginal and Indigenous peoples; social and class differences, dominance, control politics, and social inequalities in regard to Aboriginal anc Indigenous peoples; and a special interest in developing, promoting, and sustaining healing and wellness, Indigenous and anticolonial thought in the academy and in community. The goal of this research area is to create spaces for Aboriginal and Indigenous knowledges. Facult include: George Sefa Dei, Judy Iseke-Barnes, Paul Olson and Njoki Nathani Wane.

For more information, visit:
www.oise.utoronto.ca/depts/sese/aborig/

Critical Race and Anti-Racism Studies i Education

Courses in this research area provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and ultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Culture, Communication and Critical Education

Courses in this research area are intended for those who ish to concentrate their studies in critical inquiry into ulture and communication and cultural aspects of ducation. Courses are also suitable for students who wish add such courses to their program. Questions discussed nclude: the complex practices, relations, ideologies and chnologies of culture, including cultural production, presentation, circulation and mediation, whether in stitutional settings and everyday life; explorations of the edagogical implications of contemporary modes of ommunication, media and popular culture, including ternative, critical and independent media; studies of the cial organization of knowledge and cultural forms and lations of power; cultural politics and policy; studies of e formation of audiences, spectators, readers and viewers; quiry into language, text, discourse and communicative tion; investigations of aesthetic practices, representations, erformance and display; the production and circulation of storical and ethnological representations; studies of the edagogical implications of cultural practices and the ltural dimensions of pedagogical practices; studies of bjectivity, identity and agency; research of history, ltural memory and ethics. Faculty members associated ith this area of study include: Sandra Acker, Nathalie elanger, Kathy Bickmore, Kari Dehli, Rose Baaba Folson, onica Heller, Judy Iseke-Barnes, David Livingstone, Paul lson, Peter Sawchuk, Roger Simon, Alissa Trotz, Rinaldo alcott and Njoki Nathani Wane.

eminist Studies and Gender Relations n Education

his research area offers courses on gender studies in the mily, educational systems, and workforce; feminist eories and practice; gender, class, race, language, and ltural and biological reproduction; gender and xualities; and women's health. Note that other courses fered by feminist faculty, but not listed in this research ea, may be taught from a feminist perspective. Faculty clude: Sandra Acker, Kathy Bickmore, Kari Dehli, argrit Eichler, Rose Baaba Folson, Monica Heller, Helen nskyj, Sherene Razack, Alissa Trotz, Rinaldo Walcott d Njoki Nathani Wane.

earning, Work and Change

ore courses: SES2942 and SES3950. This research area devoted to teaching and research about the interrelations organized/informal learning, paid/unpaid work, and cietal change processes and the roles of educators in proving these relations. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work. Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Paul Olson, Peter Sawchuk, Wally Seccombe and Njoki Nathani Wane.

This research area is also associated with the following:

- ✦ **The Learning and Work** Interdepartmental Research Area (see pages 180 - 181)
- ✦ **Workplace Learning and Change** research area in Adult Education and Counselling Psychology
- ✦ **The Secondary Program 4 (Education and Work)** in the Initial Teacher Education Program (see below)

Initial Teacher Education Program

Faculty members in the Sociology in Education Program participate in the Initial Teacher Education program through a variety of course delivery and the Secondary Program 4 (Education and Work). This option is designed for initial teacher education students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two initial teacher education disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education and Community Development, and Counselling Psychology. However, initial teacher education students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:
Peter Sawchuk: psawchuk@oise.utoronto.ca

Centres

Three special interest research centres are presently based in the Department:

- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Media and Culture in Education

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 183 - 188 of this ***Bulletin***.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 178 - 182.

Aboriginal Education

Aboriginal Education focuses on issues and perspectives in Aboriginal Education. It is taken as part of the student's program of study within the Department of Sociology and Equity Studies in Education. Three courses in Aboriginal Education and an additional methods course are recommended as part of students' programs of study. Courses are to be selected from Sociology and Equity Studies in Education (SESE), Adult Education and Counselling Psychology (AECP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: George Sefa Dei, Judy Iseke-Barnes, Paul Olson and Njoki Wane. (See page 178.)

Further information is available from:
Judy Iseke-Barnes
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 179.

Études franco-ontariennes en éducation

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance par ordinateur intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, qui porte sur les réalités sociales et scolaires des communautés francophones et dont la langue d'enseignement est le français.

Il est également possible de poursuivre des études de maîtrise en éducation à distance, en français, à travers le *Département de sociologie et d'études de l'équité en éducation.*

Ce programme multidisciplinaire mène au diplôme de M.Ed. Des cours sur place sont également offerts. Vous trouverez la description en français des cours de sociologie qui font partie de ce programme dans la liste des cours qui suit. Pour de plus amples renseignements, prière de consulter la rubrique "Études franco-ontariennes en éducation" (voir page 179).

Gender Equity in Education

This interdepartmental research area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program of study within the Department of Sociology and Equity Studies in Education CTL1313 Gender Equity in the Classroom is a required course. Two other courses are to be selected from a list of courses from other programs. The Centre for Women's Studies in Education (CWSE) coordinates the interdepartmental research area. (See page 180.)

Further information is available from:
Pat Doherty
Telephone: 923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **www.oise.utoronto.ca/** (scroll Centres section and click on Women's Studies)

Learning and Work

See the Interdepartmental Research Areas section, pages 180 - 181.

Collaborative Programs

Comparative, International, and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating SESE Faculty:
George Sefa Dei and Rose Baaba Folson.

The Collaborative Program in Comparative, Internation and Development Education (CIDE) is jointly offered a the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling

Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, nternational and Development Education.

The CIDE program will be of interest to Canadian tudents who wish to work and live in other cultures or vant to better understand the educational and social ystems of the many learners in Canada's multicultural ociety. It will also be of interest to international students vho wish to relate their studies at OISE/UT directly to heir own societies and learning systems.

'rospective applicants should review the detailed nformation about the CIDE program available in the **ollaborative Graduate Degree Programs** section on ages 171 - 173 in this *Bulletin* and on the CIDE Website t **<cide.oise.utoronto.ca>**. You are strongly advised to ontact one of the participating CIDE faculty members isted above), to discuss your research interests and goals. ou should also review the information provided in the **chool of Graduate Studies Calendar.**

ourses

he following is a list of courses offered by the epartment of Sociology and Equity Studies in Education iat are accepted for credit by CIDE. Not all of the ourses listed are offered in any given year. Students iould also see course lists under the **Collaborative Degree rograms** section in this *Bulletin* (pages 172 - 173).

IE1001H	Introduction to Comparative, International and Development Education
ES1922H	Sociology of Race and Ethnicity
ES1924H	Modernization, Development and Education in African Contexts
ES1927H	Global Economic Restructuring -- International Migration -- Immigration Policies (Canada, US, Germany)
ES2999H	Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education
S1912H	Foucault and Research in Education and Culture: Discourse, Power and the Subject
S1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
S1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
S1956H	Social Relations of Cultural Production in Education
S3910H	Advanced Seminar on Race and Anti-Racism Research Methodology in Education
S3914H	Anti-Colonial Thought and Pedagogical Challenges
SES3921H	Language and Social Difference in Education: Comparative Perspectives
SES3933H	Theorizing Transnationality: Feminist Perspectives
SES3942H	Innovations in Education: A Comparative Analysis
SES3943H	Sociology of State Formation and Genealogies of Government
SES3952H	Sexism, Racism and Colonialism: Pedagogical Implications

A wide selection of additional courses is available across participating departments. See the entry on pages 172 - 173 in this *Bulletin*, or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see page 176.

Further information is available from:
Njoki Nathani Wane
E-mail: nwane@oise.utoronto.ca
OR
Roger Hansell, IES Coordinator of Graduate Studies
Telephone: 416-978-6409
E-mail: roger.hansell@utoronto.ca

Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Collaborative Graduate Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Coordinator, Tara Goldstein (416-978-3268), or the departmental representative for this program, Margrit Eichler. Further information is available on page 176 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under Options II (eight have-courses and a Major Research Paper [MRP]), Option III (6 half-courses and a thesis), or Option IV (ten half-courses) with specific requirements (as stated in the offer of admission) reflecting the unique professional character of this degree.

The M.A. degree may be pursued full-time or part-time and requires a thesis.

The Ed.D. degree may be pursued on a full-time or part-time basis with specific course requirements (stated in the offer of admission) reflecting the unique professional character of this degree. Students in this degree program may begin their studies on a part-time basis, but they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

Ph.D. students must maintain full-time status throughout their program of study (See Minimum Admission and Degree Requirements section, pages 22-28). All students in this degree program must also successfully complete a non-credit SESE Thesis Seminar course (SES1913) prior to comprehensive examination.

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which must be taken in the department will vary by the type of degree (Ph.D., M.Ed., etc.). The minimum number of half-courses which must be taken in SESE is listed in the table below.

Degree	Total # of courses required	Minimum # of courses in SESE required
M.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
M.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
Ed.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
Ph.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses

Within these requirements, courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half-course of a student's program of study.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommende that new students take appropriate courses in methods an theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral studen at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901 or SES1904. Students with little background in sociology are strongly encouraged to take SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assign to the student upon admission)
- a supervisor (to be recruited by the student) for thes dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departme
- course outlines and evaluations
- a speaker's series

- ✦ ***the Sociology and Equity Studies in Education Handbook*** available on the SESE Website **<www.oise.utoronto.ca/depts/sese>** which includes information about departmental and OISE/UT organization, facilities, and resources
- ✦ notices and information via e-mail through the departmental e-mail conference "SESE"
- ✦ workshops on particular topics such as writing thesis proposals

In addition, some faculty members run thesis support groups for their students.

Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2005 Summer Session and the 2005 Fall Session and 2006 Winter Session will be noted in the ***Graduate Studies Course Schedule*** available on-line t: **<www.ro.oise.utoronto.ca>.**

Admission Requirements

The Department welcomes applicants with diverse but elevant backgrounds. M.Ed. and Ed.D. applicants must ave the equivalent of twelve months professional xperience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate iscipline may be required to take a lengthier program of tudy.

n addition to the general requirements for admissibility as utlined in the Minimum Admission and Degree equirements section (pages 22 - 28), applicants are equired to submit the following:

- a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants must list at the end of this statement, the research area or areas in which they have primary interest
- two letters of reference, preferably from university instructors with whom the applicant has studied or worked
- at least one sample of written work in the social sciences

complete applications may be subject to processing lays or rejection.

Courses

The following list demonstrates the range of courses offered within the Department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Master's students may enrol in the 3900 courses with the permission of the instructor.)

NOTE: The ***Graduate Studies Course Schedule***, available on-line at: **<www.ro.oise.utoronto.ca>** will record full descriptions of the 2005/2006 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H Introduction to Sociological Theory in Education

This course will introduce students to some of the 'classical' questions and arguments in sociological theory, and to some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations. What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, DuBois and Freud to sociology.

K. Dehli and Staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

M. Heller and Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants: l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.

M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.

M. Eichler

SES1910H The Social Organization of Knowledge

In this course, we will examine studies of procedures for, and accounts of the ways in which knowledge is organized. The substantive focus of the course is the broad area of cultural policy and we will examine how discursive practices and documentary forms of knowledge – news, records, census data, images, policy texts – shape our knowledge of the world. A central concern of the course is to investigate the relation between subject-positions created in discourses and the ways in which they are taken up, inhabited or refused by individuals and groups. The course will introduce students to critical perspectives on questions of power, government, the nation-state and the subject.

K. Dehli

SES1911H Sociologie de l'éducation specialiseé

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation de écoles de langue française en Ontario sera également analysée au regard de cette question.

N. Bélanger

SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examinin how a number of researchers in education have made use of it. tudents will also be able to explore the implications and usefulness of Foucault's work for their own research.

K. Dehli

SES1913H SESE Thesis Students' Seminar (NON-CREDIT)

This non-credit course is required for all SESE Ph.D. students, though SESE students from other degrees may enr in the course. Most sessions will focus on providing practica advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a superviso and a thesis committee; how to prepare applications for gran and graduate assistantships; how to complete ethical protocols; how to prepare and present conference papers; ho to get published; and how to write a proposal; etc.. There will be brief presentations by SESE faculty and some guest speakers. The coordinator will be Margrit Eichler. Students have to attend at least 50% of the sessions in order to satisfy SESE requirements.

M. Eichler

ES1915H Education and Popular Culture

earning not only takes place within the institutions of
ormal education, but through a myriad of practices of
opular culture. Considering popular culture as inherently
edagogical, this course will address the learning that takes
lace through various everyday cultural practices and consider
ts implications for the work of educators. Practices to be
onsidered include television, film, radio, digital media,
usical performance, as well as aspects of material culture
uch as forms of dress, games, and toys.
Simon

ES1921Y The Principles of Anti-Racism Education

he first half of the course provides a theoretical analysis of
nti-racism and anti-oppression education and issues for
udents, educators, and staff interested in the pursuit of anti-
acism and anti-oppression education in the schools. The
cond half focuses on practical anti-racism strategies aimed at
stitutional change in schools, classrooms, and other organi-
tional settings. The intention is to ground theoretical
rinciples of anti-racism education in the actual school
ractices of promoting educational inclusion, social change
d transformation.
J. S. Dei

ES1922H Sociology of Race and Ethnicity

his seminar reviews selected sociological theories and
rspectives on race and ethnicity. The emphasis is on
erging debates and investigations on the interrelation of
ce, gender, and class in the construction of social and
storical realities and identities. It explores the implications
these advances for curriculum and pedagogical practices.
J. S. Dei

S1923H Racism, Violence, and the Law: Issues for searchers and Educators

e course seeks first and foremost to deepen awareness of
e role of violence in maintaining racial hierarchies. Its
proach is to explore the racial violence of colonialism, of
riods of racial terror (lynching, the Holocaust), and of the
w World Order (in particular, the post-911 environment,
d the violence of peacekeeping and occupations), as well as
lice brutality and street violence. Through a feminist and
ti-racist framework, we explore how racial violence is
ualized and gendered, and how it operates as a defining
ture of relations between dominant and subordinate
ups. The course examines how racial violence is linked to
pire and nation building, and how individuals come to
rticipate directly or indirectly in these racial and gendered
ial arrangements. Through an examination of how racial
lence is dealt with in the law, the course considers how
ite society both schools its citizens in racism and actively
intains a colour line.
Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G. J. S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G. J. S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.
S. Razack

SES1927H Global Economic Restructuring – International Migration – Immigration Policies (Canada, U.S., Germany)

This course will look into different aspects of the trend known as "Globalization". Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of "globalization" and also how nation-states are implicated in their immigration histories.

R. B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.

P. Olson

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

N. Bélanger and Staff

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.

N. Bélanger

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

R. Walcott

SES1957H Doing Disability in Theory and Everyday Life

This course will investigate "disability" from the interplay/tension between every day life experience and wide social context. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are taken up i relation to the writings of people with disabilities. The cour takes a cross-disability perspective and incorporates the work of disability activists and disability movements.

Staff

SES1958H The Internet and Cyberspace: Issues of Culture, Identity, Access and Control

Cyberspace – an expression linking people, computers and sources of information – can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the developme and practices of Internet use and of Cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to dominant understandings o culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Student will discuss and analyze cultural, social, political and economic issues and controversies around access, parental educator control over children's usage, privacy and security content, copyright and intellectual property.

Staff

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.

M. Eichler

SES1982H Women, Diversity and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; eminist agendas and strategies for change.

H. Lenskyj and S. Acker

ES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches o sociological historical investigation and to debates urrounding the impact of postmodern concepts, the shift rom women's history to gender history, and the extent to hich gender has or has not been studied as mutually constiutive of the categories of class, race, sex, and sexuality.

. Razack

ES1985H Women's Learning, Women's Health Movements, and the Health Professions

he course will investigate recent social change movements in orth America and internationally that have focused on omen's health, broadly defined. Various feminist analyses of omen's learning and women's health will be evaluated, with rticular attention to factors such as social class, ce/ethnicity, and sexuality. In examining women's health d the implications for women's learning, the course will clude discussions of reproduction, sexuality, violence, ental health, body image, and recreation. Community ucation and development initiatives in these areas will be aluated. Finally, health professionals' responses to women's alth movements, and the implications for women in the alth professions, will be investigated.

. Lenskyj

S1988H Diversity and Social Justice Issues in hysical Education, Recreation and Sport

e main objective of the course is to develop a critical ciological analysis of interlocking systems of oppression – ism, classism, racism, homophobia, ableism – and their nifestations in physical education, recreation and sport. minist, socialist and antiracist analyses will be used, with a cus on the pedagogical implications. Readings and cussions will investigate the experiences of disadvantaged ciocultural groups, including girls and women, ethnic norities, people living in poverty, lesbians and gay men, and people with disabilities, and will examine various social contexts, including schools, universities and communities. Developments since the 1990s will provide a context for current trends in Canada, US, UK, Australia and elsewhere.

H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory – a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.

N. Wane

SES1992H Feminism and Poststructuralism in Education

In this introductory theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.

K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy. (Not offered in 2001-2002)

M. Eichler

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.

Staff

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.

Staff

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.

Staff

SES2940H Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.

D.W. Livingstone and P. Sawchuk

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.

D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

P. Sawchuk

SES2970H Indigenous Peoples and Medias: Theorizing, Decolonizing, Cultural Vitalization and Self-Determination

Cultural productions in which Indigenous peoples engage to tell stories, resist subordination, and share cultural forms and practices include artists and activists' texts, images, films, and stories, media, film, photography, newspapers, written texts, research documents, literary texts, Internet communications and Websites. These productions will help us question and challenge myths about Indigenous peoples which replicate and reproduce stereotypic understandings of Indigenous peoples, beginning a process of decolonizing our minds and embracing Indigenous representations of Indigenous peoples. This course will involve literature/productions from Indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions undertake a critical examination of imperialism, history, writing and theory in regard to Indigenous peoples, focusing on strategies of resistance through writing and cultural production, and engaging in theorizing, declonizing, cultural resistance through writing and cultural production and engaging in theorizing, decolonizing, cultural vitalization and self-determination.

J. Iseke-Barnes

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that ar not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in t department. The topics will be announced and described in the schedule of courses.

Staff

SES3900H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociologic methods in actual research projects and problems. The cou will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. T class will consider the strengths and pitfalls of alternative research approaches and the data they generate.

Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorizatio

Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple
scholarly approaches to researching race, ethnicity, difference
and anti-racism issues in schools and other institutional
settings. It begins with a brief examination of race and anti-
racism theorizing and the exploration of the history, contexts
and politics of domination studies in sociological and
educational research. The course then looks at ontological,
epistemological, and ethical questions, and critical method-
ological reflections on race, difference and social research.
The course will focus on the ethnographic, survey and
historical approaches, highlighting specific qualitative and
quantitative concerns that implicate studying across the axes
of difference. We will address the issues of school and
classroom participant observation; the pursuit of critical
ethnography as personal experience, stories and narratives; the
tudy of race, racism and anti-racism projects through
discourse analysis; and the conduct of urban ethnography.
Through the use of case studies, we will review race and anti-
acism research in cross-cultural comparative settings and
pinpoint some of the methodological innovations in social
esearch on race and difference.

rerequisite: SES1922H or permission of instructor.

G. J. S. Dei

ES3911H Cultural Knowledges, Representation and olonial Education

With the advent of colonialism, non-European traditional
ocieties were disrupted. A starting point is an appreciation
f the vast array of cultural diversity in the world. The course
nterrogates how various media have taken up these
nowledge systems, presented to the world in the form of
xts, films, and educational practices, and examines how
olonial education sustains the process of cultural knowledges
agmentation. Our analysis will serve to deepen insights and
develop intellectual skills to cultivate a greater
nderstanding of the dynamics generated through represen-
tions and the role of colonial education in sustaining and
lineating particular cultural knowledge. We will also
plore the various forms of resistance encountered in the
ocess of fragmentaion and examine how certain groups of
ople in various parts of the world have maintained their
ltural base, and how this has been commodified, commer-
alized and romanticized. The course makes use of forms of
ltural expressions such as films and critical theories on race,
nder, sexuality, and class.

erequisite: Masters students need approval of instructor.

N. Wane

S3912H Race and Knowledge Production: Issues in search

a doctoral level course for students who already possess
ne familiarity with postmodern, feminist, or post-colonial
ories, the course will consist of readings that explore the
lowing two questions: How is knowledge production
ialized? How can intellectuals challenge imperialist and
ist systems through their research and writing? The course
amines: colonialism, imperialism, and gender; researching
ryday racism; racism and education; racial knowledge and
disciplines, and writing as resistance.

Razack

SES3913H En/Coding Domination: Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class "fault" lines.

R. B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.

G. J. S. Dei

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.

Staff

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller

SES3922H Analysing Classroom Discourse

This course will consider models of discourse analysis as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.

M. Heller

SES3930H Seminar on Feminist Methodology and Education

This course will familiarize the student with a particular approach to identify biases in research based on social hierarchies - the BIAS FREE approach (Best Integrative Analytical System for Recognizing and Eliminating Biases in Research and Policies). We will examine sexist, racist and ableist biases in research, how to recognize them in the literature, and how to avoid them in one's own work.

M. Eichler

SES3932H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through readings and student presentations.

S. Acker

SES3933H Theorizing Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?

D. A. Trotz

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The first section of the course examines a set of mostly failed attempts at large-scale, "top down" and centrally-driven reform efforts, aiming to understand why they typically have failed. The second section examines a large set of successful change efforts, mostly in "developing" nations, which are radically altering the "forms of formal schooling" and achieving significant learning gains among very poor chidren, particularly girls. This section draws upon the resources of a large international research program involving students, academics, and practitioners from around the world which is analyzing a database of more than 150 such "success stories". Finally, we consider what educators in wealthy nations such as Canada can learn from the successes of their colleagues in much poorer nations

J.P. Farrell

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan t study some aspect of politics, policy, and political subjectivit in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.

K. Dehli

SES3949H Advanced Studies in Learning and Work

A research seminar which will aid students to pursue thesis-related topics in this field. Topics will include: a critical overview of theories of workplace learning in diverse cultura and historical contexts; general studies of the changing natu of paid and unpaid work and different forms of learning in contemporary societies; transitions between education and paid employment; class, gender, race, age and ability-based differences in learning and work relations; and relations between workplace redesign and educational reform alternatives.

D. W. Livingstone

SES3951H Political Economy, Cultural Forms and the Learning Society

This course will develop a critical analysis of social forces driving capitalist economic development globally and in Canada, identify dominant and subordinate cultural forms related to these developments, assess the role of the state an political movements in major social changes, and documen the ways in which learning throughout the life course responds to these economic, cultural and political processe Specific topics will be developed dialogically and may inclu

Canada's role in the global economy, changing class formations, current ideologies and practices of paid and npaid work, American cultural imperialism, the expansive haracter of organized and informal learning and underemployment, and policy alternatives concerning all topics.
D. W. Livingstone

ES3952H Sexism, Racism, Colonialism: Pedagogical mplications
This advanced seminar explores the linkages between sexism nd racism by examining the interrelations of gender, race, nd class in the development of nation-states in contemporary ocieties.
taff

ES3998H Individual Reading and Research in ociology and Equity Studies in Education: Doctoral evel
escription as for SES2998H.
taff

ES3999H Practicum in Sociology and Equity tudies in Education
ractical experience in an area of sociology and equity studies education fieldwork is a vital element of the development skills in the application of knowledge from theory and search, i.e. it involves "the development of skills in the plication of knowledge from theory and research findings practical educational problems" (taken from the Graduate lletin). In consultation with the SESE departmental acticum Liaison person (see SESE Student Handbook), the ident shall establish a practicum supervisor, and a suitable acement in consultation with her/his practicum supervisor naled by completion of an 'Internship Agreement Form' e SESE Student Handbook). For successful completion of s full year course, the student is required to: a) spend 72 urs in active educational fieldwork; b) have regular contact ir individual practicum supervisor; c) complete an ternship Action Plan' (see SESE Student Handbook); and produce a reflective paper based on their experiences which ludes substantive discussion of relevant sociological rature. Examples of relevant educational placements lude but are not limited to school boards and other titutions of civil society with significant educational ctions.
ff

3999H Special Topics in Advanced Sociological earch in Education
scription as for SES2999H, but at the doctoral level.
ff

Cross-listed courses

Always consult with your SESE departmental advisor as soon as possible about the cross-listed status of courses. In general, a letter signed by you and your advisor, and approved by the SESE Graduate Program Committee chair is required in order that a course not offered by SESE be counted toward your SESE departmental requirements. For those SESE students enrolled in Collaborative programs or Interdepartmental Research Areas, core courses listed under other departments will be considered cross-listed without such a letter. Individual reading courses will not be counted toward fulfilling your SESE departmental requirements unless they are taken under the course codes SES2998 (master's level) or SES3998 (doctoral level).

CTL1318H Teaching Conflict and Conflict Resolution
This seminar examines the theoretical and practical challenge of teaching young people (and giving them opportunities) to handle interpersonal and social conflict. The course examines the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, governance, and social relations, from Canadian and international/comparative/cross-cultural perspectives. It focuses on analyzing how various kinds of education about conflict fit in, and can challenge, the regularized activities, assumptions, and curriculum of schooling, and also on how the management of conflict implies and shapes 'citizenship' expectations, social exclusion and inclusion. The course emphasizes implicit and explicit conflict management and conflict learning in formal (school) settings, but also examines the relationships between schools and other cultural and socio-political institutions. Participants will become skilled in analyzing research and experience regarding the conflict learning opportunities and equity dilemmas that are embedded in patterns of institutional activity and curriculum, and in various initiatives to teach or facilitate conflict resolution.
K. Bickmore

JTE1952H Language, Culture, and Education
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have anlaysed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occuption. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.
S. Acker and Staff

Theory and Policy Studies in Education (TPS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

- **Educational Administration**
- **Higher Education**
- **History and Philosophy of Education**

The History and Philosophy of Education Program epresents cognate disciplines. The Educational dministration and Higher Education Programs represent he application of cognate scholarship to domains of ractice. Each program offers courses of study leading to .Ed., M.A., Ed.D. and Ph.D. degrees.

he Department also participates in two Collaborative rograms:

- **Comparative, International and Development Education**
- **Graduate Collaborative Program in Women's Studies**

he Department offers the **Certificate in School anagement** and, as well, has an important initial teacher ucation function.

be admitted to the Department, application must be ade to a Program and to one of the following five fields:

Educational Administration
Higher Education
Health Professional Education (M.Ed. only)
History of Education
Philosophy of Education

eneral Information

r application information and forms visit the Registrar's ffice Website: **www.ro.oise.utoronto.ca**

you require further application information, contact:
aduate Studies Admissions Unit, Room 4-485
lephone: 416-923-6641 ext. 2663
mail: gradstudy@oise.utoronto.ca

r information about registration, contact:
nn Romero, Liaison Officer, Registrar's Office
aduate Studies Registration Unit, Room 4-485
ephone: 416-923-6641 ext. 2430
mero@oise.utoronto.ca

Academic Information

Educational Administration
Blair Mascall, M.A./M.Ed. Program Coordinator
Jim Ryan, Ph.D./Ed.D. Program Coordinator

Higher Education
Dan Lang, Program Coordinator

History of Education
Cecilia Morgan, Coordinator

Philosophy of Education
Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)
Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor and Associate Chair
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Interdepartmental Research Area

Gender Equity in Education
This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

For more information see page 180 and/or contact:
Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating TPS Faculty:
Stephen Anderson, Nina Bascia, Ruth Hayhoe and Reva Joshee

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 171 - 173 of this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>.** You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the Department of Theory and Policy Studies in Education that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this ***Bulletin*** (pages 172 - 173).

TPS1016H	School Program Development and Implementation
TPS1017H	Educational Finance and Economics
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1020H	Teachers and Educational Change
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industria Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS1832H	East Asian Higher Education
TPS3017H	Problems in the Finance and Economics o Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3045H	Educational Policy and Program Evaluatio
TPS3423H	Education and Family Life in the Modern World II
TPS 3447H	Theories of Modernity and Education I
TPS 3806H	Case Studies in Comparative Higher Education
TPS 3810H	International Academic Relations

A wide selection of additional courses is available across participating departments. See the entry on pages 172 173 in this ***Bulletin*** or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Graduate Collaborative Program in Women's Studies (GCWS)

The Departments of Adult Education and Counselling sychology; Curriculum, Teaching and Learning; Sociology nd Equity Studies in Education and Theory and Policy tudies in Education participate in the University's Graduate Collaborative Program in Women's Studies GCWS). All programs of study should be planned in onsultation with the Graduate Women's Studies Program irector at New College and the Program advisor in the tudent's OISE/UT home department. Further nformation is available on page 176 of this ***Bulletin*** and rom the ***School of Graduate Studies Calendar***.

Educational Administration Program

Blair Mascall, Ph.D. (Toronto)
Assistant Professor, and M.A/M.Ed. Program Coordinator
(school change; leadership; large-scale educational reform)

James J. Ryan, Ph.D. (Toronto)
Professor, and Ph.D./Ed.D. Program Coordinator
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Denis Haché, Ph.D. (Montreal)
Associate Professor
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor (on leave 2005-2006)
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Associated Instructor

Avi Hyman, Ed.D. (Toronto)
Education Commons and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Professors Emeriti

John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, Social Diversity, and Ethics and Values in Education. Students may choose to focus their attention on courses in one of these five research areas or to explore the field more broadly. Several degree and non-degree programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate in School Management

The Certificate in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirel through the Educational Administration Program.

All correspondence and fees should be sent to:
Marion Morgan
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 2004/2005, the full-time annual fee was $6,416.00 and the half-course fee was $1,050.55.

Program Requirements

The requirements consist of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board managemen which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements ma be completed in the Fall and Winter Sessions (Septembe to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The M.Ed. and Ed.D. degree programs are designed to prepare practitioners for leadership careers at various leve These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. degree programs are intended parti ularly for those who are interested in educational admini tration as an academic field of study. Students are typic interested in the ideas in this applied field of study, and their research involves the application of ideas to practic

The M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career n the university or in research.

Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 2 - 28, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter
) an interest in the study and practice of administration
academic qualifications beyond the first degree
) two letters of reference (see Application Procedures section, page 29). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague

egree Requirements

here will be three options within the M.Ed. degree ogram in Educational Administration for all students. udents who begin their program in the 2005/2006 ademic year will be asked to select from the following ree options:

ption II which is comprised of:

three required courses

PS1003	Conducting Research in Educational Administration
PS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
PS1041	Educational Administration II: Social and Policy Contexts of Schooling

OTE: TPS1040 and TPS1041 should preferably be the st courses taken in a student's program of study. PS1003 should be taken toward the end of the program study. TPS1004 is strongly recommended and should taken at the beginning of the program.

five other half-courses, of which at least three must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity
a Major Research Paper (MRP) to be carried out under the guidance of a faculty member

OR

Option III which is comprised of:

a) three required courses

TPS1003	Conducting Research in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) three other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity
c) a comprehensive thesis to be carried out under the guidance of a faculty member

OR

Option IV which is comprised of:

a) four required courses

TPS1004	Introduction to Research Literacy in Educational Administration
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling
TPS1050	Themes and Issues in Policy, Leadership, Change, and Diversity

NOTE: TPS1004, TPS1040 and TPS1041 should preferably be the first courses taken in the student's program of study. TPS1050 should normally be taken as the final course in the student's program.

b) six other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity

Students contemplating applying to a doctoral program of study which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students are past the 'minimum period of registration' or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

Off-Campus and Distance Education Courses - (M.Ed. and Certificate students)

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available on-line at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2005.

Further information is available from:
Blair Mascall, M.A./M.Ed. Program Coordinator
Telephone: 416-923-6641 ext. 2302
E-mail: bmascall@oise.utoronto.ca

Doctor of Education

The Ed.D. degree program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program of study is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program of study is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators. The Ed.D degree may be taken full-time or part-time. However, a minimum of one year of full-time study is required. Every effort will be made to ensure that courses are scheduled to accommodate students who are working full-time.

Admission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements section, pages 22 - 28, the Educational Administration Program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies
b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's achievement in identifying and solving educational problems; ability to work with people; leadership style awareness of current social and educational issues
c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement

Degree Requirements

The Ed.D. degree program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-course (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations
b) Two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is strongly recommended)
c) Two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five research areas: Policy, Leadership, Change, Social Diversity, or Ethics and Values
d) Elective courses: two are required, although more ma be taken. It is suggested that at least one elective be taken outside of the Educational Administrative Program
e) A comprehensive examination and a thesis proposal hearing
f) A doctoral thesis

A student's program of study will normally begin in the Fall Session. Students are strongly encouraged to enroll in courses in sequence to capitalize on the benefits of a student cohort. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be dertaken at other times. Candidates are responsible for eeting all of the degree requirements as outlined in this *lletin*, unless changes are approved in writing by the .D. Program Coordinator.

rther information is available from:
n Ryan, Ph.D./Ed.D. Program Coordinator
lephone: 416-923-6641 ext. 2438
mail: jryan@oise.utoronto.ca

aster of Arts and Doctor of hilosophy

e M.A./Ph.D. degree program fosters the study of oblems in the administration and leadership of ucational programs. It will best serve those who have a mmitment to scholarship and research as a means for epening their understanding of administrative action in hools or in other educational and service institutions. hile experience in teaching and administration is not an sential prerequisite for admission, such experience is a sirable background. It should be noted that M.A. idents may also proceed to an Ed.D. degree program.

plicants to the degree program must include with their plication, a statement of their background and interests. e statement should describe the applicant's past profes-onal and educational experience and should demonstrate w studies within the M.A./Ph.D. degree program would lp in the attainment of future career goals.

pon entry, the M.A./Ph.D. admissions committee will sign an advisor to assist the student in designing a ecific program of study. This assignment will be made the basis of the written statement of the student's plans d in light of his or her interests and preferences. The itial assignment of an advisor does not, however, termine the selection of a supervisor for the student's esis research, as that relationship is to be later worked t mutually between the student and a faculty member.

r information not provided in this ***Bulletin***, applicants ould contact the M.A./Ph.D. Program Coordinator in e TPS Department.

dmission Requirements

dmission to the M.A. degree program requires a four-year niversity of Toronto bachelor's degree, or its equivalent, a relevant discipline or professional program of study, mpleted with the equivalent of a University of Toronto + standing in the final year (see the Minimum Admission d Degree Requirements section, pages 22 - 28). The .A. program of study consists of eight half-courses and a esis. Additional courses may be required of some plicants. The M.A. is available through both full-time d part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 22 - 28.

Degree Requirements

✦ Master of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000 level.

✦ Doctor of Philosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

The Ph.D. program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the M.A. or Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:

Blair Mascall, M.A./M.Ed. Program Coordinator
Telephone: 416-923-6641 ext. 2302
E-mail: bmascall@oise.utoronto.ca
or
Jim Ryan, Ph.D/Ed.D. Program Coordinator
Telephone: 416-923-6641 ext.2438
E-mail: jryan@oise.utoronto.ca

Departmental Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

Policy

TPS1005	The Computer in Educational Administration
TPS1017	Educational Finance and Economics
TPS1018	Political Skill in the Education Arena
TPS1024	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS1027	The Search for Educational Quality and Excellence in a Global Economy
TPS1027	La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy Delivery in Schools
TPS1030	The Legal Context of Education
TPS1036	Planning in Educational Organizations
TPS1045	Language Policy Across the Curriculum
TPS3018	Governing Education: A Seminar on Politics
TPS3030	Advanced Legal Issues in Education
TPS3037	Strategic Planning in Educational Organizations
TPS3045	Educational Policy and Program Evaluation

Leadership

TPS1016	School Program Development and Implementation
TPS1026	Evaluation of Professional Personnel in Education
TPS1042	Educational Leadership and Cultural Diversity
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3025	Personal and Professional Values of Educational Leadership
TPS3046	Gender Issues on Educational Leadership
TPS3047	Research Seminar on Leadership and Educational Change

Change

TPS1012	Organizational Culture and Decision-Making
TPS1020	Teachers and Educational Change
TPS1025	School Effectiveness and School Improvement
TPS1036	Planning in Educational Organizations
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3020	Educational Change in the Postmodern Age
TPS3037	Strategic Planning in Educational Organizatio
TPS3047	Research Seminar on Leadership and Educational Change

Social Diversity

TPS1019	Diversity and the Ethics of Educational Administration
TPS1042	Educational Leadership and Cultural Diversity
TPS1045	Language Policy Across the Curriculum
TPS3046	Gender Issues on Educational Leadership
TPS3055	Democratic Values, Student Engagement and Democratic Leadership

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administratio Program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Conducting Research in Educational Administration

A seminar examining the strategies, techniques, and problem involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports i educational administration. During this course the student will prepare the proposal for their Major Research Paper. **Note**: All master's candidates are strongly recommended to take this course towards the end of their program.
D. Hache, S. Padro, J.J. Ryan and L. Earl

TPS1004H Research Literacy in Educational Administration

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build bibliography; dissemination of research; the connections between research, policy, and practice; the role of research a evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.

ote: All master's candidates are strongly recommended to ke this course at the beginning of their programs.
. Mascall and S. Padro

PS1005H The Computer in Educational dministration

o computer experience required. Introduction to computers education from an administrative perspective. Topics clude issues related to policy, planning and implementation information technology in educational settings; impact of mputer technology on educational organizations and lture; and implications for staff development and rriculum delivery. Current applications of computers at the hool, board and Ministry as well as post-secondary levels are esented.
Padro

PS1012H Organizational Culture and Decision-aking

n analysis of the organizational culture of educational ganizations. The implications for action resulting from search and theory relating to organizational culture are amined. Case studies and field experiences are used as bases r the analysis of decision-making within the context of ecific organizational cultures.
Davis

PS1016H School Program Development and nplementation

n analysis of issues and problems in conceptualizing, perationalizing, and evaluating a total school environment in rms of a range of divergent goals and values. Major topics clude strategies for program development and change in the ntext of education in Ontario, Canada, and internationally; eoretical and empirical bases differentiating educational vironments, the role of the program manager, and skills eded to manage program development, organization, nplementation, and evaluation.
Anderson

PS1017H Educational Finance and Economics

opics include: public education as an economic institution; e sources and methods of distribution of public school venue at the various levels of government; provincial and ate school grant systems and the rationale behind them; rinciples and practices in school budgeting and salary heduling; the relationship between investment and lucation, the formation of human capital, and national onomic growth.
. W. Lang

PS1018H Political Skill in the Education Arena

ractical considerations in solving political problems in and bout schools. Focus is on the five levels of local governance: mily/school, micro-politics (within the school), eighbourhood, meso-politics (the school and the central ffice), and the board. Special attention to understanding ackground variables such as the environment, institutions, ower, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
J. Portelli

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
N. Bascia and B. Mascall

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

TPS1024H Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.
J. Portelli

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
D. Haché

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.
D. Haché

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.
D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, an comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning a examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long term planning, operational planning and site-based planning Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.
S. Padro

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educationa administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will hel students understand how to use theory to make sense of educational practice in productive ways.

Note: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and befor taking TPS1041.
J.J. Ryan, J. Portelli and Staff

TPS1041H Educational Administration II: Social an Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in diverse and complex environment such as: differing purpos philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship chooling to the labor market and the economy; choice of chool and program; decentralization and centralization; tandards and accountability; educational finance; school eform; educational and non-educational pressure groups and takeholders. Through an exploration of these or related opics, this course will help students to continue to develop heir understanding of different paradigms and methods used n research in educational administration, leadership, policy nd change.

lote: All master's candidates are strongly recommended to ake TPS1041 as their second course after completing PS1040.

. Haché and B. Mascall

PS1042H Educational Leadership and Cultural iversity

his course is designed to acquaint students with the practices nd issues associated with administration, organization, and eadership in educational organizations with culturally diverse tudent populations. Students will have the opportunity to ritically analyse and appraise the practices and issues involved n the administration and leadership of such schools. They vill also have the chance to probe and clarify their own onceptions of, and attitudes toward, multiethnic and anti-acist education generally and leadership in such school rganizations specifically, in ways that will assist them with heir own administrative practices.

J. Ryan

PS1045H Language Policy Across the Curriculum

chool language policy-making is a developing activity of mportance for educational administrators in pluralist ocieties. A language policy is a firm plan for action ddressing the first- or minority-language problems of a chool, a college, a board, or some other educational agency. he goal of this course is for participants to identify language ssues and problems that need addressing in a single ducational settting of their own choice. The course ddresses the administration of all kinds of language activities n education: mother-tongue teaching; second-language earning; language maintenance; bilingual education; ninority-culture schooling; community-language teaching; nd gender and language. A subtext of the course's seminars s the integration of issues of social justice and power into the evelopment of coherent and workable policies that are seen s agreed plans for action.

taff

PS1047H Managing Changes in Classroom Practice

he course explores the meaning of classroom change from he teacher's perspective, addressing such issues as contemorary views of learning, the nature of teacher development, nd the context of teaching. The perspective is then used to etter appreciate how those in school leadership roles can acilitate efforts by teachers to improve their own practices, as ell as meaningfully respond to out-of-school pressures for hange.

. Anderson

TPS1048H Educational Leadership and School Improvement

Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

B. Mascall

TPS1050: Themes and Issues in Policy, Leadership, Change, and Diversity

This course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: policy, leadership, change and diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

Pre-requisites: TPS1004, 1040 and 1041. Priority will be given to students completing the 10-course M.Ed. in Educational Administration.

Blair Mascall, Reva Joshee and Staff

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017H or permission of instructor.

Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
N. Bascia

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
Staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
Staff

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals.
Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to th nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being o those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public a large.
J.J. Ryan and Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.
NOTE: Required for Ed.D. students. An elective suitable fo Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
S. Padro, R. Joshee and Staff

TPS3042H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
.J. Ryan

TPS3043H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method urvey, the selection of samples, questionnaire design, tandard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: TPS1003 or HDP1287 or SES1902 or permission of the instructor.
. Padro

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. tudents, under the joint guidance of faculty members and enior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis epending on the needs, interests, and aspirations of students nd on the availability of appropriate locations.
Staff

PS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a onceptual lens to explore policies, practices, relationships, nd experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and erspectives, this course focuses on gender rather broadly, onsidering the experiences of males as well as females, the npact of heterosexism on children and adults, and relationships between gender and other social characteristics uch as race and ethnicity. Students are encouraged to bring n topics of particular interest and to use the course to explore ractical problems and issues.
. Bascia

PS3047H Research Seminar on Leadership and ducational Change

The course explores a variety of initiatives being taken to nprove, reform, and/or restructure schools. The basic ntents of these initiatives are examined in an effort to nderstand implications for productive change processes at he classroom, school, and school system levels. Emphasis is ven to the role of leadership in fostering educational change. tudents will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
Staff

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.
Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.
J. Portelli

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include: 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.
R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.
NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.
R. Wolfe

Higher Education Program

Daniel W. Lang, Ph.D. (Toronto)
Program Coordinator and Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(gender and education; work, cultures, and careers of teachers and academics; teacher education; sociology of education; higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, Ph.D. (Toronto)
Professor and Associate Dean, Academic
(systems and politics of higher education in Canada)

Berta Vigil Laden, Ph.D. (Stanford)
Associate Professor
(higher education access and equity for students; faculty; organizational governance and structures; community colleges; student development; qualitative research theory and methods)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor (on leave July-December 2005)
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from Adult Education and Counselling Psychology
(feminist, anti-racist and anti-colonial studies; immigrant women and globalization; health, body and embodied learning; social movement learning; integrative approaches to equity in education; qualitative methods, especially feminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Michael L. Skolnik, B.Phil. (Oxford)
Professor, William G. Davis Chair in Community College Leadership, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(the law and higher education)

Professors Emeriti

Cicely Watson, Ph.D. (Harvard)
David Wilson, Ph.D. (Syracuse)

Associated Instructors

Mathieu Albert, Ph.D. (Montreal)
Assistant Professor, Cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(sociology of sport, education and technology, production of knowledge)

Zubin Austin, Ph.D. (Toronto)
Assistant Professor, Faculty of Pharmacy
(learning and development in the health professions)

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education, York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

W. Berry Calder, Ed.D. (Toronto)
Director, Higher Colleges of Technology, United Arab Emirates
(change management, survey research and design, strategic planning, organizational communications, the community college, student outcomes)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Vanaja Dhruvarajan, Ph.D. (Chicago)
Senior Scholar and Professor of Sociology
University of Winnipeg
(globalization, gender and anti-racism)

Peter Dietsche, Ph.D. (Toronto)
Director of Research
(student development; educational excellence; organizational change; strategic planning)

Adam Dubrowski, Ph.D. (Waterloo)
Assistant Professor, cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(surgical training; eyecare, education and support)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Robert A. Gordon, Ed.D. (Massachusetts)
President, Humber College Institute of Technology and Advanced Learning
(the community college, leadership and administration in higher education)

Stanley John Hamstra, Ph.D. (York)
Director, Office of Surgical Education,
University of Toronto
(medical education; surgical skills curriculum)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(professional development)

Avi Hyman, Ed.D. (Toronto)
Education Commons and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Merle Jacobs, Ph.D. (York)
Assistant Professor, Department of Sociology, York University
(employment equity for racial minorities and Aboriginal people in Health Care)

Katharine Janzen, Ed.D. (Toronto)
Associate Vice President, Seneca College
(leadership and change in education; teaching/learning strategies; theory and practice of curriculum development)

Heather Lane, Ph.D. (Bowling Green)
Director of Student Life, University of Guelph
(student development; student residential life)

Vicki LeBlanc, Ph.D. (McMaster)
Assistant Professor, cross-appointed from Wilson Centre, for Research in Education, Faculty of Medicine
(para-professional education, continuing education)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(communication in health professional settings; qualitative research methods)

Geraldine (Jody) Macdonald, Ed.D. (Toronto)
Senior Lecturer & Chair, Undergraduate Program, Faculty of Nursing, University of Toronto
(new faculty developmnent; course design; holistic and transformational learning)

Ann Mullen, Ph.D. (Yale)
Assistant Professor, cross-appointed from Department of Sociology, Faculty of Arts and Science
(education, inequality, gender, and sociology of culture)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Health Policy and Management, York University
(health effects of income inequality and poverty; the quality of life of communities and individuals)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Dorothy Goldin Rosenberg, Ph.D. (Toronto)
Volunteer Education Co-ordinator, the Women's Healthy Environments Network (WHEN)
(transformative higher education and feminist activism for sustainability)

Stacey J. Young, Ph.D. (Toronto)
Policy Analyst, Ontario Ministry of Training, Colleges and Universities
(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems)

Degrees

Master of Education

The Higher Education Program offers an M.Ed. in Higher Education as well as an M.Ed. in Health Professional Education. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed. **Option I** program of study and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. Professor Daniel Lang can provide more information on the M.Ed. in Health Professional Education.

Degree Requirements:

Option I (M.Ed. in Higher Education)

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) eight half-courses, of which at least three must be in Higher Education
c) a written General Comprehensive Examination

Option II (M.Ed. in Health Professional Education)

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education;
c) a research project (Masters Research Paper)
d) a written General Comprehensive Examination

Master of Arts

The requirements for the M.A. degree program can be completed on either a full-time or part-time basis. While all students must take one full-year core course, there is considerable freedom to create an individualized program of study under the supervision of a faculty advisor. All students also have the opportunity to take some courses in other graduate departments within OISE/UT and the University of Toronto.

Degree Requirements:

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least three must be in Higher Education
c) a thesis
d) a written General Comprehensive Examination

Off-Campus and Distance Education Courses

Some existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for bot off-campus and on-campus courses will be available at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2005.

Doctor of Education

The Ed.D. degree program may be taken either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required. The year of full-time study does not have to be contiguous.

Degree Requirements

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or othe equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally they would include:
   - TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A program must take two additional half-courses in Higher Education.
   - at least two half-courses in Higher Education
   - a half-course in research methodology approved by the faculty advisor
   - one half-course selected either in Higher Education or in another graduate program at OISE/UT, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
   - a supervised applied research practicum (equivalent to one half-course)
   - a collaborative pro-seminar (equivalent to one half-course)

b) a written General Comprehensive Examination (if n completed previously)
c) a Doctoral Specialization Examination
d) a thesis reporting the results of original research on a applied topic in post-secondary education

ommunity College Leaders Research Area

n 1998, the Doctor of Education in Higher Education for ommunity College Leaders was initiated. The admission nd degree requirements for the Community College eaders research area are generally the same as for the egular Ed.D. degree program. The main differences are:

) the Community College Leaders research area is focussed on the study of community colleges
) is delivered in a cohort format
) requires two consecutive Summer Sessions of full-time attendance. Full-time registration must be maintained from September through August each year thereafter.

or more information about the Community ollege Leaders research area, contact:
ichael Skolnik, Theory and Policy Studies in Education
-mail: mskolnik@oise.utoronto.ca
R
. Vigil Laden, Theory and Policy Studies in Education
-mail: bvladen@oise.utoronto.ca

octor of Philosophy

he Ph.D. program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time asis applicants should be active professionals who emonstrate connections between their professional work nd their proposed course program, and between their rofessional work and their proposed thesis research.

egree Requirements

a minimum of six half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally these would include:
- TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education
- at least two half-courses in Higher Education
- a half-course in research methodology approved by the faculty advisor
- one half-course selected either in Higher Education or in another graduate program at OISE/UT, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto

a written General Comprehensive Examination (if not completed previously)
a Doctoral Specialization Examination
thesis reporting the results of original research in post-secondary education

urther information is available from:
aniel Lang, Program Coordinator
elephone: 416-923-6641 ext. 7116
-mail: dan.lang@utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focussing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.
L. Muzzin

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
M. Skolnik and B. Vigil Laden

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
Note: This course with a systems focus complements 1811H, which has an institutional focus.
Denis Hache and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.
NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
A. Rothman

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.
NOTE: This course with an institutional focus complements 1807H, which has a systems focus.
D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving decision making, and technical expertise, as well as theories o expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.
G. Regehr

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related t curriculum design in postsecondary educational institutions.
J.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focu on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.
L. Muzzin

TPS1818H Educational Development: Examination Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on th application of these strategies to the specific educational setting selected by the student.
Staff

PS1819H Governance in Higher Education

his course addresses the arrangements for governance in
igher education. It examines formal models and theories of
overnance; the legal and institutional framework of higher
ducation governance; the role and characteristics of higher
ducation intermediary bodies, governing boards, and
cademic senates and their relationships to one another; and
urrent challenges and issues pertaining to university and
ommunity college governance.

.L. Skolnik

PS1820H Special Topics in Higher Education: laster's Level

course that will examine in depth a topic of particular
elevance not already covered in regular course offerings in the
epartment. The topics will be announced each spring in the
Vinter Session and Summer Session OISE/UT course
chedules.

taff

PS1821H Institutional Differentiation in ostsecondary Education

his course will examine the nature of institutional differen-
ation in postsecondary education, theories which have been
dvanced to explain observed trends and patterns in institu-
onal differentiation, and policy implications. Particular
tention will be given to the following distinctions: degree
nd non-degree; public and private; comprehensive and
pecial mission; education sector and non-education sector;
aditional and nontraditional; and teaching centered and
arning centered. The course will look also at comparative
udy of institutions as an analytical tool in the study of
ostsecondary education.

.L. Skolnik

PS1822H The Idea of the University and the ollege

n examination of leading concepts of the primary nature of
niversities and colleges as institutions of higher learning,
eginning with the rise of the universities in medieval Europe
nd including their development to the present day, with
articular emphasis upon the evolution of the concept of the
niversity in the nineteenth and twentieth centuries and the
tendant and sometimes diverse role of colleges. The seminar
volves selected readings.

aff

PS1824H The Planning of Facilities in Higher ducation

his course is designed to acquaint university and community
llege decision-makers with the methods for planning and
aluating educational facilities. The interaction between
anges in educational policies, innovations in technology
nd curriculum, available resources, existing facilities, and the
eans and methods of implementation will be explored.
ructural and institutional alterations required by policy
anges will be investigated, and methodologies for the
eparation of "educational specifications", facilities plans,
chitectural briefs, and other aspects of facilities planning
ill be surveyed.

Quazi and D.N. Wilson

TPS1825H Comparative Education Theory and Methodology

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

R.E.S. Hayhoe

TPS1826H Comparative Higher Education

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

R.E.S. Hayhoe

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

J.L. Magnusson

TPS1829H Higher Technological Education and Training: A Comparative Perspective

This course will examine post-secondary Technical, Vocational and Technological Education from a comparative perspective. Comparisons will be made between educational and training systems in industrialised, newly-industrialising, and developing nations in order to discover patterns, similarities and differences.

D.N. Wilson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
Staff

TPS1832H East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.
R.E.S. Hayhoe

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, accountability and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. After presenting theories of planning and resource allocation in the public sector, the course will illustrate them through particular case studies.
D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.
M. L. Skolnik

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that ar not included in available courses. While credit is not given fo a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education. *R.E.S. Hayhoe*

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.
Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses are accepted for credit in Higher Education:

HDP1216	Psychoeducational Assessment
AEC1107H	Developing and Leading High Performing Teams: Theory and Practice
AEC1114H	Comparative and International Perspectives in Adult Education
AEC1131H	Teaching, Learning, and Working in Nonprofit Organizations
AEC1146H	Women, Globalization and Citizenship
AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1181H	Embodied Learning and Qi Gong
AEC1207H	Counselling Topics in Sexual Orientation and Gender Identity/Diversity
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3140H	Post-Colonial Relations and Transformative Education
AEC3173H	Effecting Change: Creating Wellness
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
AW384H	Intellectual Property
ES3932H	Contemporary Perspectives on Women and Higher Education
OC6019H	The Sociology of Gender and Work
PS1017H	Educational Finance and Economics
PS1412H	The History of Women and Higher Education

OTE: Higher Education students may choose one of the ollowing courses to fulfill their research methods equirement for the doctorate:

dult Education and Counselling Psychology

EC1145H	Participatory Research in the Community and the Workplace

urriculum, Teaching and Learning

TL1108H	The Phenomenological Curriculum
TL1112H	Interpretive Research Methods in Holistic and Aesthetic Education
TL1306H	Qualitative Research Methods in Education: Concepts and Methods
TL1861H	Critical Ethnography
TL4801H	Narrative and Story in Research and Professional Practice
TL4802H	Doctoral Seminar in Qualitative Research on Teaching

Human Development and Applied Psychology:

HDP1288H	Intermediate Statistics and Research Design
HDP3201H	Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education:

SES1905H	Qualitative Approaches to Sociological Research in Education
SES3930H	Advanced Seminar on Feminist Methodology and Education

Department of Public Health Sciences, University of Toronto:

CHL5111H	Qualitative Research Methods
CHL5115H	Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024H	Qualitative Research: Foundations, Methods and Designs

History and Philosophy of Education Program

There are two Fields of Specialization within the History and Philosophy of Education Program:

- **History of Education**
- **Philosophy of Education** (page 165)

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

- Gender Equity in Education (page 180)
- Transformative Learning (page 181)
- Women's Studies/Feminist Studies (page 182)

Collaborative Graduate Degree Programs

Students may also enrol in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the collaborative program.

- Comparative, International and Development Education (CIDE) (see pages 171 - 173)
- Graduate Collaborative Program in Women's Studies (GCWS) (see pages 176 - 177)

History of Education Field

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor, Associate Chair and Program Coordinator
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Ruth W. Sandwell, Ph.D. (Simon Fraser)
Assistant Professor
(history of education in rural Canada; history of the family; popular culture and education in Canada; material culture in the history of family education; historical consciousness in Canada)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor (on leave 2005-2006)
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professors Emeriti
Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the History of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed **Option II**, which requires a major research paper and the M.Ed. **Option IV**, which requires 10 half-courses only. The Ed.D. has a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (see pages 22 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

Master of Education

The M.Ed. degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 22 – 28, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in History of Education; students enrolled in **Option IV** are expected to take at least five half-courses in History of Education. Completion of TPS1460 (History and Educational Research) is mandatory in both options.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 - 28, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major n history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of he six half-courses must be selected from among History of Education course offerings and those accepted for credit n this degree program. (See pages 162 - 165.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

Departmental Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies
SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418.

History of Women and the Family in Education
TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education
TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling
TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling
TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1404H History of Rural Education in Canada

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.
R. Sandwell

TPS1405H History of Education and Film: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
H.M. Troper and D. Levine

TPS1406H Sexuality and the History of Education

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.
D. Levine

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition

of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
Staff

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.
NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

TPS1421H The History of Women and Education

An investigation of the social, political, economic, and deological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
R. Sandwell

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and ducation in Great Britain, France, the United States, and Canada.
D. Levine

TPS1423H The History of the Family in Canada

Although modern Canadians usually associate the family with he personal and private aspects of their lives, the institution f the family has also been at the centre of Canada's conomic, political and cultural structures for hundreds of ears. This course will focus on the changing and varied elations among many different kids of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.
R. Sandwell

TPS1424H Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.
C. Morgan

TPS1426H The History of Gender and Education in Canada

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.
C. Morgan

TPS1427H History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.
C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identitites, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.
C. Morgan

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS 1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS 1452H.
Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in th department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

TPS3491H Ed.D. Seminar in the History of Education: II

See description for course TPS3490H.

Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS3495H Doctoral Practicum in the History of Education: II

See description for course TPS3494H.

Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

ociology and Equity Studies in Education

ES1904H	Sociological Theory in Education
ES1983H	Gender and Historical Sociology

Philosophy of Education Field

Dwight Boyd, Ed.D. (Harvard)
Professor and Program Coordinator
(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Megan Boler, Ph.D. (University of California Santa Cruz)
Associate Professor
(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers' professional development)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Professors Emeriti

Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed.. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (pages 22 - 28), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Master of Education

The M.Ed. degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 22 – 28, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option IV** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS1440 (An Introduction to Philosophy of Education) is mandatory in both options (unless a course deemed equivalent has already been taken).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 22 – 28, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars (TPS3480 - Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 - Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 - An Introduction to Philosophy of Education, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected i consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduat Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 167 - 169.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 22 - 28 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education o its equivalent (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy o Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five course should normally be in Philosophy of Education, selected i consultation with the faculty advisor. Courses from othe departments, including the University of Toronto Gradua Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 167 - 169.)

All Ph.D. candidates are required to write a comprehensive examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1432H Knowledge, Mind, and Subjectivity

This course investigates knowledge, knowing, and knowing ubjects as they are represented in modern and postmodern educational theory and practices. The course is designed to acilitate educators' self-reflection on questions of learning nd teaching, constructions of knowledge and knowers, and he implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; bility/disability).

M. Ford

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

J. Portelli

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

Staff

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.

M. Boler

TPS1438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.

J. Portelli

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

Staff

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollenstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

D. Boyd

TPS1441H Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment-such as the conceptual dichotomies of "public/private", "the right/the good", "duty/virtue", etc. - have shaped both contemporary (Western) thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg's theory of moral development.

D. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.

D. Boyd

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

J. Portelli

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.

M. Boler

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS1462H Women, Literature, and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.

M. Boler

TPS1465H Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

Staff

TPS1471H Critical Issues in Education: Philosophica Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and "zero tolerance" policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.

J. Portelli

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts.

The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as “voice”, “empowerment”, and “dialogue” that have been advocated and contested within critical educational theory.

M. Boler

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of tudents and instructor.

Prerequisite: Permission of instructor.

D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS 441H but dealing with a selection of these in more depth. opics are selected on the basis of the research interests of udents and instructor.

D.R. Boyd

PS3447H Theories of Modernity and Education: I

Theories of modernity and of societal and political modern- ation will be reviewed and their limits will be considered. asic arguments will be derived from more recent traditions social theory, such as Frankfurt school social theory, eopragmatism, Foucauldian postmodernism and from some amples of Third world thought, especially Latin American ought. All these theories will be addressed with reference to me features of J. Habermas' theory of democratic modern- ation.

aff

S3453H Individual Reading and Research in the hilosophy of Education: Doctoral Level

escription as for TPS1453H.

aff

S3465H Special Topics in Philosophy of Education

course that will examine in depth a topic of particular levance not already covered in regular course offerings in the partment. The topics will be announced each spring in the ll/Winter Session and Summer Session schedules.

aff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II

See description for course TPS3480H.

Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS 3484H.

Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL4008H Knowing and Teaching

Theory and Policy Studies in Education (Educational Administration Program)

TPS1024H	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS3055H	Democratic Values, Student Engagement and Policy Studies

Collaborative Graduate Degree Programs

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master's students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if they have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the ***School of Graduate Studies Calendar***.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Addiction Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Susan Hall, Graduate Program Coordinator
Department of Adult Education and Counselling
Psychology
Telephone: 416-923-6641 ext.2552
E-mail: shall@oise.utoronto.ca

MaryJane Ashley, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2751
E-mail: maryjane.ashley@utoronto.ca

Aging and the Life Course

The Department of Adult Education and Counselling Psychology (AECP) as well as other University of Toronto departments, participate in the Collaborative Program in Aging and the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECP, and follow a course of study acceptable to AECP and the Collaborative Program in Aging and the Life Course.

Admission Requirements

Applicants must meet the minimum OISE/UT requirements (see Minimum Admission and Degree Requirements section, pages 22 - 28), and the departmental requirements (as outlined on pages 35 - 62). Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging and the Life Course. See the ***School of Graduate Studies Calendar*** for more information.

Program Requirements

Individual student programs of study must meet the requirements of both AECP (as outlined on pages 35 - 62 and the Collaborative Program. Master's students are required to take AGE2000H - Principles of Aging plus or elective from a list of approved courses. Doctoral student are required to take AGE 3000H Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the ***School of Graduate Studies Calendar***. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging and the life course.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging and the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

Further information is available from:

Adult Education and Community Development Program
Ardra Cole
Telephone: 416-923-6641 ext. 2497
E-mail: acole@oise.utoronto.ca

Counselling Psychology Program
Lana Stermac
Telephone: 416-923-6641 ext. 2346
E-mail: lstermac@oise.utoronto.ca

ging and the Life Course Collaborative Program
uite 106, 222 College Street
niversity of Toronto
oronto, Ontario M5T 3J1
elephone: 416-978-0377
ax: 416-978-4771
ebsite: **www.utoronto.ca/lifecourse/collaborative**

Comparative, International nd Development Education

rogram Directors:
aren Mundy, Adult Education and Counselling Psychology
oseph P. Farrell, Curriculum, Teaching and Learning
omparative and International Development Education Centre, 7th Floor, OISE/UT

ontact:
ebsite: **cide.oise.utoronto.ca**
-mail: cide@oise.utoronto.ca

he Collaborative Program in Comparative, International nd Development Education (CIDE) provides the pportunity for students enrolled in any of OISE/UT's ur participating departments to receive a notation on eir transcript identifying their specialization in omparative, International and Development Education.

IDE is one of the world's largest, most diverse and ynamic graduate programs in the field of comparative lucation. All CIDE students and faculty bring with em extensive international experience. Faculty interests an an exciting range of theoretical and practical issues – om the study of ethnicity and identity to the issues of obalization and global governance; from non-formal arning and citizenship education, to concrete problems of ucational reform, social equality, language education, nflict resolution and community development. We proach these issues from a range of theoretical and sciplinary frames that is unparalleled in other comparative education programs. More traditional sociological, historical and philosophical approaches are taught alongside vibrant interpretations of feminist, critical, post-structuralist and cultural theories. In addition, CIDE students have access to courses and professors with related geographic and thematic interests at one of the world's pre-eminent research universities. Students can take courses in political science, development studies, international relations, feminist studies, sociology, geography and beyond. The CIDE program is linked with events and programs at the Munk Centre for International Studies at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

The CIDE program is available to students enrolling in the M.Ed., M.A., Ed.D. and Ph.D. degree programs in the following departments:

Adult Education and Counselling Psychology
- ✦ Adult Education Program

Curriculum, Teaching and Learning
- ✦ Curriculum Program
- ✦ Second Language Education Program

Sociology and Equity Studies in Education
- ✦ Sociology in Education Program

Theory and Policy Studies in Education
- ✦ Educational Administration Program
- ✦ Higher Education Program
- ✦ History and Philosophy of Education Program

Admissions Requirements

Applicants should apply to the appropriate degree program in one (or more) of the collaborating departments, listed above, that corresponds most closely to their general background and interests.

In addition to meeting the minimum OISE/UT admission requirements (see Minimum Admission and Degree requirements section in this ***Bulletin***, pages 22 - 28), and department requirements, applicants to this Collaborative Program are ordinarily expected to have had at least one year of international or cross-cultural experience.

Prospective applicants should review the detailed information about the CIDE program available on the CIDE Web page at **cide.oise.utoronto.ca**. You are strongly advised to contact one of the core CIDE faculty members in the department to which you are applying to discuss your research interests and goals. A list of CIDE core faculty members appears below. Their contact information is available on the CIDE Web page.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined in the various department pages in this ***Bulletin***) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load. Collaborative Program requirements include:

- CIE1001H: Introduction to Comparative, International and Development Education
- Two other CIDE core or specialization courses
- Regular participation in and attendance at the CIDEC Seminar Series for both Master's and Doctoral level students. Doctoral level students are also required to make at least one major presentation related to their research/development work in addition to regular participation.
- For Master's students, preparation of a thesis, Master's research paper or comprhensive paper (depending upon the requirements of the home department) which relates to and demonstrates Master's level understanding of the research/theory base of CIDE as certified by a participating faculty member in the home department.
- For Doctoral level students, development of a doctoral thesis that contributes to the research/theory base of CIDE as certified by a participating faculty member who is also a member of the thesis committee from the home department.

Faculty Advisors

Students are advised by participating CIDE faculty from their home department (listed below). They may also seek advice and information from the Comparative, International and Development Education Centre, **E-mail cide@oise.utoronto.ca,** and the CIDE Program Directors.

Core Participating Faculty:

A. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, and D. Schugurensky (AECP); K. Bickmore, A. Cumming, J. P. Farrell, G. Feuerverger, and D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson (SESE); S. Anderson, N. Basci, R. Hayhoe, R. Joshee (TPS)

Note: In selecting a thesis supervisor, students are not restricted to faculty from their home departments.

Courses

CIE or Joint Comparative Education Courses

CIE1001H Introduction to Comparative, International and Development Education

This course serves as the basic core course for the OISE/UT graduate studies concentration in comparative, international and development education. It focuses upon the various theoretical conceptions of the socio-economic development process and the role of formal and non-formal education programs within that process. The basic purpose of the course is to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal education policy problems common to many societies. CIDE students only or by permission of instructor.
J.P. Farrell and K. Mundy

CIE1005H Special Topics in Comparative, International and Development Education.

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year. Note: This course does not fulfill the purpose of CIE 6798, which is normally conducted on a tutorial basis.
Staff

Collaborative Program Core Courses

CIE1001H	Introduction to Comparative, International and Development Education
CIE1005H	Special Topics in Comparative, International and Development Education
AEC1114H	Comparative and International Perspectives in Adult Education
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3131H	Special Topics: Global Governance and Educational Change
AEC3131H	Special Topics: Popular Education: Comparative and International Perspectives
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3179H	Work, Technology and the Knowledge Economy
CTL1312H	Democratic Citizenship Education
CTL3015H	Seminar in Second Language Literacy Education
CTL6002H	Education and Social Development
CTL6003H	Comparative Education: The Developmen of Third World Education Systems
SES1922H	Sociology of Race and Ethnicity
SES1924H	Modernization, Development and Educati in African Contexts

SES1927H	Global Economic Restructuring – International Migration – Immigration Policies (Canada, US, Germany)
SES2999H	Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education
TPS1016H	School Program Development and Implementation
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3810H	International Academic Relations

Collaborative Program Specialization Courses

TPS1826H	Comparative Higher Education
TPS3020H	Educational Change in the Post-Modern Age
AEC1102H	Community Development: Innovation Models
AEC1145H	Participatory Research in the Community and the Workplace
AEC1146H	Women, War and Learning
AEC1180H	Aboriginal World Views: Implications for Education
EC1181H	Embodied Learning and the Qi Gong
EC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation
EC3132H	Special Topics in Women in Development and Community Transformation
EC3138H	Social Theories and Adult Education
EC3140H	Post-colonial Relations and Transformative Education
CTL1318H	Teaching Conflict and Conflict Resolution Politics and Practice (cross listed as SES1953H)
CTL3008H	Critical Pedagogy, Language and Cultural Diversity
TL3018H	Language, Planning and Policy
TL4013H	Comparative and Cross-cultural Perspectives
ES1912H	Foucault and Research in Education and Culture: Discourse, Power and the Subject
ES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
ES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
ES1956H	Social Relations of Cultural Production in Education
ES3910H	Advanced Seminar on Race and Anti-Racism Research Methodology in Education
ES3914H	Anti-Colonial Thought and Pedagogical Challenges
ES3921H	Language and Social Difference in Education: Comparative Perspectives
SES3933H	Theorizing Transnationality: Feminist Perspectives
SES3942H	Innovations in Education: A Comparative Analysis
SES3943H	Sociology of State Formation and Genealogies of Government
SES3952H	Sexism, Racism and Colonialism: Pedagogical Implications
TPS1017H	Educational Finance and Economics
TPS1020H	Teachers and Educational Change
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1832H	East Asian Higher Education
TPS3017H	Problems in the Finance and Economics of Education
TPS3045H	Educational Policy and Program Evaluation
TPS3423H	Education and Family Life in the Modern World II
TPS3447H	Theories of Modernity and Education I
TPS3806H	Case Studies in Comparative Higher Education
JPG1509H	Gender Planning and International Development
JPE2408Y	Political Economy of International Development

A wide selection of additional courses is available across participating departments. See the various departmental pages or the visit the CIDE Website for further information. **<cide.oise.utoronto.ca>**

For further information on the CIDE collaborative program, please visit the CIDE Website **<cide.oise.utoronto.ca>**, **OR** E-mail cide@oise.utoronto.ca

Collaborative Master's Program in Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs:

- Adult Education and Community Development (M.A. and M.Ed.) at OISE/UT
- Counselling Psychology (M.Ed.) at OISE/UT;
- Program in Planning (M.Sc.(Pl.)), in the Department of Geography;
- Public Health Sciences (M.H.Sc.) in the Faculty of Medicine;
- Faculty of Social Work (M.S.W.).

Application Procedures

1. Applicants first apply for admission to a participating graduate department/program and comply with the admission procedures of that department/program (their home department/program).

2. After they have been accepted by one of the participating graduate departments/programs, applicants then send the following to the Program Committee of the Collaborative Program:

   a) a copy of the letter of acceptance into one of the participating graduate departments/programs
   b) a copy of the Application form which was submitted to the participating graduate department/program
   c) copies of official undergraduate and graduate transcripts from all institutions previously or currently attended
   d) a résumé or curriculum vitae
   e) a letter explaining how their program of study and specific research interests relate to community development (i.e., why do you want to enroll in the Collaborative Program in Community Development).

Send the Collaborative Program application to:

Grace Ramirez, Registrar
Collaborative Program in Community Development
Centre for Urban & Community Studies
University of Toronto
455 Spadina Avenue, Suite 400
Toronto, Ontario, Canada M5S 2G8
Telephone: 416-978-0808
Fax: 416-978-7162
E-mail: grace.ramirez@utoronto.ca

Program Requirements

Students register in degree programs in their home department/program and complete its degree requirements, as well as those of the Collaborative Program. To fulfil the requirements of the Collaborative Program, students must complete the following. With th exception of the non-credit Seminar, the courses are options within regular departmental/program degree requirements, not additional courses.

1. The core course "Community Development: Theory and Practice," a half-course
2. Two additional half-courses in the subject area of the program, to be approved by the program director; at least one of these two additional half-courses must be external to the home graduate degree program
3. Mandatory participation in a non-credit coordinating seminar on community development
4. Where required by the home graduate degree program either a thesis or the major research paper on a topic related to community development.

Common Learning Experience

The Collaborative Program in Community Developmen will contribute to a common learning experience for enrolled graduate students through the following:

- The required core course "Community Developmen Theory and Practice."
- A new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend.
- Speakers, seminars, and workshops from time to tim Students in the Collaborative Program are expected participate in these events (including decisions on t themes, topics, speakers, format, etc).

Courses

Core Course

UCS1000H	Community Development: Theory and Practice

The following list will be reviewed annually and updated by the Program Committee.

Adult Education and Counselling Psychology

AEC1102H	Community Development: Innovative Models
AEC1104H	Community Education and Organizing
AEC1289H	Community Mental Health
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
AEC3129H	Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3131H	Citizenship Learning and Participatory Democracy

Planning

PG1418	Rural Planning
PG1421	Health in Urban Environments
PG1507	The Geography of Housing and Housing Policy
PG1508	Planning with the Urban Poor in Developing Countries
PG1615	Planning & Financing the Social Economy
LA1503	Planning and Social Policy

ublic Health Sciences

HL5112	Community Development in Health
HL5801	Health Promotion

ocial Work

WK4210	Promoting Empowerment
WK4422	Social Housing and Homelessness
WK4568	Social Work with Immigrants and Refugees
WK4651	Community Social Work Practice

OTE: Students who successfully complete the program ll have noted on their transcripts "Completed ollaborative Program in Community Development."

Further information is available from the following three OISE/UT faculty members in the Department of Adult Education and Counselling Psychology:

Jack Quarter
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

Margaret Schneider
Telephone: 416-923-6641 ext. 2550
E-mail: mschneider@oise.utoronto.car

Daniel Schugurensky
Telephone: 416-923-6641 ext. 2356
E-mail: dschugurensky@oise.utoronto.ca

OR

J. David Hulchanski, Collaborative Program Director
Faculty of Social Work and
the Centre for Urban and Community Studies
246 Bloor Street West
Toronto, Ontario
Telephone: 416-978-4093 FAX: 416-978-7162
Email: david.hulchanski@utoronto.ca

OR

From the Centre for Urban and Community Studies Website:
<www.urbancentre.utoronto.ca/communitydevelopment.html>

Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology. See page 109 for further information.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE/UT department.

Further information is available from:
Joan Grusec
Telephone: 416-978-7610
E-mail: grusec@psych.utoronto.ca

Environmental Studies

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.Ed., M.A., Ed.D. and Ph.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education.

Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Institute of Environmental Studies. Internships for students in this program are sometimes available through the Institute for Environmental Studies. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the three participating OISE/UT departments.

The doctoral program of study normally consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Institute of Environmental Studies and the remainder from the three participating OISE/UT departments.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Jennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2535
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

TBA
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 6801

Njoki Wane
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Donna Workman
IES Graduate Student Advisor
Institute for Environmental Studies, University of Toronto
Telephone: 416-978-7077

Graduate Collaborative Program in Women's Studies (GCWS)

The departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociolog and Equity Studies in Education and Theory and Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity fo qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship. The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT hon department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition the degree from their OISE/UT department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Offi
- The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)

The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: **www.utoronto.ca/iwsgs**

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:

New College, 40 Willcocks Street,
Room 2030, Wilson Hall
Telephone: 416-978-8284
E-mail: ws.su@utoronto.ca

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE/UT departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enrol in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the research area which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/Indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and curren literature and research including the Report of the Royal Commission on Aboriginal Peoples
- examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Counterin stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., an Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's an doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; **see Website for details.**

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECP); Curiculum, Teaching and Learning (CTL); Sociology and Equity Studies in Education (SES and Theory and Policy Studies in Education (TPS). Faculty include: E. Antone (AECP); J. Cummins, G. Sefa Dei, A. Gagne, J. Iseke-Barnes, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

Further information is available from:

Judy Iseke-Barnes (SESE) Coordinator
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca
OR
Eileen Antone, (AECP and the Transitional Year Progra
Telephone: 416-923-6641 ext. 2556
OR 416-978-1942
Fax: 416-926-4749
E-mail: eantone@oise.utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Aboriginal Studies (undergraduate degree)
Keren Rice, Coordinator
Telephone: 416-978-1763
Website: **www.utoronto.ca/abs**

First Nations House
Telephone: 416-978-8227
Website: **www.fnh.utoronto.ca**

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Other Websites of interest:

Aboriginal and Indigenous Studies in Education
www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network
www.oise.utoronto.ca/other/ien/ienpage.html

boriginal Educational Resources Database
ww.oise.utoronto.ca/~first

ritical Pedagogy and Cultural tudies

his research area is concerned with how education roadly construed) has fostered symbolic dominance ften in conjunction with physical and material ppression), and how such injustice might be transcended a critical pedagogy. Substantive research interests clude: the relevance and social construction of sexuality, nder, disability, ethnicity, race, language and class to cial, educational, and communicative competencies and pacities; critical ethnography; analysis of cultural forms d practices of representation in writing, text, music, m, television, and youth styles; the culture of the school d its communities; global peace and education; critical ılticulturalism and anti-racism in education; Aboriginal ucation; comparative and Third World education; ucation and the labour market; the political economy of ucation; teachers as workers; studies of state formation d moral regulation; ideologies; issues of history, memory d pedagogies of space and time; critical reformulations humanities curricula; and development of critical and exive teaching materials and strategies.

Faculty actively working in this research area are: A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP); K. Bickmore, C. Conle, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan,E. Pedretti, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:
Kari Delhi (SESE)

Études franco-ontariennes en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent « Études franco-ontariennes en éducation » et qui se donnent entièrement en français par le biais de l'éducation à distance.

Des cours sur place sont également offerts. Trois cours sont obligatoires. Il s'agit des cours CTL1000 Fondements des programmes scolaires, SES1900 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto. Pour de plus amples détails sur les cours, veuillez consulter les sections « Department of Curriculum, Teaching and Learning » et « Department of Sociology and Equity Studies in Education ». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Ilda Januario, adjointe aux études en français
Lieu : 252 Bloor Street West, bureau : 6-111
Téléphone: 416-923-6641, poste : 2290
Télécopieur : 416-926-4714
Courriel : ijanuario@oise.utoronto.ca

Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may pursue research in this area in combination with the listed programs offered by the following departments:

- **Sociology and Equity Studies in Education**
  - Sociology in Education
- **Theory and Policy Studies in Education**
  - Educational Administration
  - Higher Education
  - History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS3418 and TPS3029.

Further information is available from:

Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequaπlity. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and T. Goldstein (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuin and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gende racial, generational and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with eith the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Educatio or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 (Educati and Work) in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng and . Quarter (AECP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, R.B. Folson, D. Livingstone, P. Olson, P. Sawchuk, W. Seccombe, N.N. Wane and T. Zoric (SESE)

Further information is available from:
David Livingstone (SESE)
Telephone: 416-923-6641 ext. 2703
Fax: 416-926-4751
E-mail: dlivingstone@oise.utoronto.ca
OR
ack Quarter (AECP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

iteracy is a term that denotes forms of competence and ociocultural cognitive and linguistic relations important in nderstanding and participating in the notational systems f modern society. This research area is concerned with he forms of thinking and the forms of social action that teracy makes possible, and that make literacy possible, in chool and societal settings.

esearch interests pursued within this area include: teracy, language and learning; literacy and the structure of ompetence; literacy and knowledge-building; literacy and olitical formations; the development of oral language roficiency and its relation to literacy development in onolingual and multicultural/multiethnic contexts; sessment of literacy; the social contexts of adult literacy; lture, context, and second-language learning; literature nd literacy; literate computer environments; literacy and nder; social literacies; the sociocultural organization of eracy events; and critical literacy. Students are couraged to refer to program requirements in their home partment.

culty involved in teaching and research on literacy nclude: E. Antone, N. Jackson and D. Schugurensky (ECP); G. Allen, D. Booth, L. Cameron, A. Cumming, Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan, Peterson, M. Scardamalia and P. Trifonas CTL); Bereiter, A. Biemiller, E. Geva, K.E. Stanovich, and M. Willows (HDAP); N. Bélanger and M. Heller (ESE).

rther information is available from:
Jackson (AECP), A. Cumming (CTL) or E. Geva (DAP); and M. Boler (TPS).

Transformative Learning

The Transformative Learning interdepartmental research area involves faculty and students from OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

- **Adult Education, and Counselling Psychology**
- **Curriculum, Teaching and Learning**
- **Sociology and Equity Studies in Education**
- **Theory and Policy Studies in Education**

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Faculty involved in the Transformative Learning research area include: B. Burstow, A. Goodman, A.R. Miles, S. Mojab, R. Ng, J. Quarter and J. Sumner (AECP); J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, N.N. Wane (SESE); and M. Boler (TPS).

Courses which focus on the Transformative Learning research area include: AEC1131, AEC1143, AEC1146, AEC1148, and AEC3119; CTL1110, CTL1207, SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1436, TPS1447, TPS4323, and TPS3428.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/ Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.

NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 176.)

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: J. Gaskell (Dean); B. Burstow, A. Cole, A. Goodman, N. Jackson, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider (AECP); K. Bickmore, L. Cameron, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, R.B. Folson, M. Eichler, J. Iseke-Barnes, H. Lenskyj, S. Razack, D.A. Trotz and N.N. Wane (SESE); N. Bascia, M. Boler, D. Boyd, M. Ford, R. Joshee, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE) Website.

Further information is available from:

Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Research and Field Activities

he research and development program of OISE/UT osters improvement in Ontario education and omplements the academic programs of OISE/UT epartments. OISE/UT's research and development rogram is among the largest in education in the world. ost faculty spend a significant portion of their time on esearch and development projects. Students may articipate in research and development projects through raduate assistantships or through joint research designed s a portion of their graduate program.

indings of completed studies are often published by ISE/UT or by the sponsoring agency, or appear in urnals produced by OISE/UT (***Curriculum Inquiry, rbit, Resources for Feminist Research/ ocumentation sur la recherché féministe***), in ternational journals or in other publications. OISE/UT esearch Reports can be found in the OISE/UT Education ommons Library.

esearch and Development entres

he departments noted in each of the following scriptions currently offer graduate studies programs hich are congruent with the research and development ork of centre faculty who hold major appointments in e departments concerned. For more information about e work of any of the centres and related courses, please ntact the respective centre.

entre for the Advancement of easurement, Evaluation, Research, nd Assessment (CAMERA)

ead: Tony C. M. Lam
epartment: CTL
cation: 252 Bloor Street West, Room 11-229
lephone: 416-923-6641 ext. 3225

AMERA was created in the summer of 1996 within the TL Department. The Centre is dedicated to the goal of stering ideas and research that address issues in the areas theoretical and applied measurement, large-scale and ssroom-based assessments, program and system aluations, research methods and related matters. The ntre draws together OISE/UT's faculty and external earchers and practitioners to engage in projects of mmon interest, to share and exchange perspectives, and work collaboratively to resolve methodological problems measurement, evaluation, research and assessment.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, The Canadian Institute of Advanced Research Human Development Program, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Diane Farmer
Department: SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-923-6641 ext. 3125
Fax: 416-926-4714
E-mail: dfarmer@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the social and linguistic practices of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-facetted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Farmer
Département : SESE
Téléphone : 416-923-6641 poste 3125
Télécopieur : 416-926-4714
Courrier électronique : dfarmer@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-104
Site internet : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.
En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Roxana Ng
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 ext. 2283
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and th university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities com to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, famil and community in improving youth educational activities In addition, CIARS' core faculty interests include researc on the judicial system, immigration, unions, community development, community-state relations and globalizatio and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Roger Simon
Coordinator: Kika Thorne
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ext 2275
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-vis cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forwa different ways of thinking about audio-visual representation, theorizing more complex relations between view and images, and expanding beyond mass media to cons the pedagogies of independent video and film, digitally-based new media, and media art.

he Centre provides access to a range of independent isual and media art productions through programs of reening, lectures, workshops and other events. We ncourage connections and collaborations among ducators and students, artists and cultural producers, urators and critics, and various engaged publics. The entre conducts and coordinates critical and interdisci- inary research. We support curriculum and resource evelopment, and have established an Artist-in-residence ogram for a media artist-in-residence at OISE/UT.

ISE/UT faculty and instructors affiliated with CMCE: ari Dehli, Rose Folson, Robert Morgan, Roger Simon, eter Trifonas, Margaret Wells, and Rinaldo Walcott.

entre for Studies in Science, athematics and Technology Education

ead: Derek Hodson
epartment: CTL
ocation: 252 Bloor Street West, Room 11-258
lephone: 416-923-6641 ext. 2635
mail: dhodson@oise.utoronto.ca
ebsite: **smt.oise.utoronto.ca**

he Centre for Studies in Science, Mathematics and chnology Education provides major opportunities for culty members, graduate students and others to engage collaborative research and curriculum development.

he diverse activities of the Centre are intended to have mediate and significant impact on science, mathematics d technology curriculum practice both in Ontario and roughout Canada. In furthering its commitment to ing a significant voice in international debate on science, athematics and technology education, the Centre has dertaken a major publishing function (including blication of the ***Canadian Journal of Science, athematics and Technology Education*** and ***The SE Papers in STSE Education***) and has developed laborative research projects with several groups outside nada, notably in Hong Kong, New Zealand and the ited Kingdom.

ntre for the Study of Education and ork (CSEW)

ad: David Livingstone
ordinator: D'Arcy Martin
partment: SESE
cation: 252 Bloor Street West, Room 12-230
ephone: 416-923-6641 ext. 2703
nail: dlivingstone@oise.utoronto.ca

e CSEW mandate is to expand scholarly and public areness of the different forms of learning and work and ir interrelations. The centre conducts research, policy dies and public forums to document relations between ormal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 180.

Centre for Teacher Development

Head: Jack Miller
Department: CTL
Location: 252 Bloor Street West, Room 10-152
Telephone: 416-923-6641 ext. 2633

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring; teacher's lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; socially constructed learning; improving classroom practice; equity and gender issues; women in education; and multiculturalism. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research; arts-based inquiry and other traditions of qualitative and quantitative research.

Centre for Women's Studies In Education (CWSE)

Head: Paula Bourne
Location: 252 Bloor Street West, Room 2-230
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca
Website: **www1.oise.utoronto.ca/cwse**

The Centre conducts, promotes, and distributes research in women's studies, and hosts an international Summer Institute "Women, Human Rights and Peacebuilding in an era of Globilization." Recent and current projects include: the Women's Educational Resources Collection; the periodical ***Resources for Feminist Research/Documentation sur la recherché féministe***; Women and Non-Traditional Skilled Trades; Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10- 18; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and

University Campuses, Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and brown-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Website, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 180) and Women's Studies/Feminist Studies (page 182) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 125).

Comparative, International, and Development Education Centre (CIDEC)

Director: Karen Mundy
Department: AECP
Location: 252 Bloor Street West, Room 7-190
Telephone: 416-923-6641, ext. 2354
E-mail: cide@oise.utoronto.ca
Website: **cide.oise.utoronto.ca**

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECP department. The centre is staffed by an administrative officer and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, an electronic list serve, electronic newsletters, Website and research projects.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Carl Corter
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513
Website: **www.oise.utoronto.ca/ics/**

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy an science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-schoo supports for children and families. Particular studies within the first theme include metacognitive language an literacy development, vocabulary assessment and instruction, math and science instruction, and technolog supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of specia needs students, the prevention of unintentional injury, ar integrated community-school services to support young children and parents, including populations at risk. Research facilities and secretarial assistance are provided through the Centre. Research is also supported by collab ration among faculty, graduate students, and Laboratory School teachers and by community partner schools. Th application of research to practice is fostered by links between research in the Laidlaw Centre and the combin research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Modern Language Centre

Head: Alister Cumming
Administrative Assistant: Michelle Pon
Department: CTL
Location: 252 Bloor Street West, Room 10-244
Telephone: 416-923-6641 ext. 2620
Website: www.oise.utoronto.ca/MLC/

The Centre is currently undertaking a number of forma research and development projects, including work relat to second-language curriculum, materials development evaluation, second-language teaching and learning, liter in academic contexts, language policy, ESL teacher development, multiliteracies and multimedia in languag learning, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on th main floor of the OISE/UT Education Commons.

ransformative Learning Centre (TLC)

lead: Daniel Schugurensky
)epartment: AECP
ocation: 252 Bloor Street West, Room 7-119
elephone: 416-923-6641 Ext. 2595
-mail: tlcentre@oise.utoronto.ca
/ebsite: **www.tlcentre.org**

he Transformative Learning Centre (TLC) is a unique terdisciplinary centre for the study and practice of ansformative learning in adult and community education ntexts. It looks at ways of combining inter-disciplinary actices, new knowledges, and alternative strategies for cal and global change. Faculty interests include the ansformation of contemporary educational and social radigms; the role of learning in local and global change; d university and community partnerships in research d field development. Transformative learning "is a ocess of learning, whether formal, non-formal or formal which begins with the daily experiences of omen and men living in communities. Transformative arning relates personal and structural perspectives and eks understanding of relationships of power and owledge. Learning implies dynamic, lifelong processes discovering and re-discovering what we know about ture, and how we teach and learn from one another thin our different environments". (Hall and Sullivan, 94)

jectives:

to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
to foster joint community-university partnerships in adult education research and field development
to support preservice and graduate instruction in Environmental Adult and Community Education
to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
to provide opportunities for student research and involvement in community-based settings both locally and internationally

ield Development Activities

e purpose of OISE/UT's field development activities is stimulate and facilitate beneficial change in education in tario, particularly to schools. OISE/UT's Office of search and Field Activities administers three regional ld Centres.

cause of their geographical location and their close ociation with the schools in their region, the Field ntres provide the main focus of OISE/UT's field velopment effort. However, OISE/UT as a whole is nmitted to field development work, and many of its demic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a brief description of the three OISE/UT Field Centres. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Wayne Seller
Coordinator, Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
E-mail: wseller@oise.utoronto.ca
Website: **www.oise.utoronto.ca/field-centres**

Midwestern Centre

51 Ardelt Avenue
Kitchener, Ontario N2C 2R5

Head: Lynne Hannay
Contact: Michelle Rank
Telephone: 519-579-0780
Fax: 519-579-8370

The Midwestern Centre focuses on the processes involved in educational change – for individuals, for schools, and for school districts. In particular, we are interested in the processes of reconstructing professional knowledge, evidence-based change, action research, and developing knowledge creating schools and school districts. We are pursing these interests through research, field development projects, and graduate, Additional Qualification, and credit and not-credit short courses. All of our activities are done in full collaboration with our partners in educational settings as we are dedicated to promoting, generating, and enacting authentic school-university collaboration.

Northwestern Centre

Northwoods Foods R.P.O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Lakehead District School Board and other local school districts, the Centre's work focuses on the development of leadership at the school and district levels through Additional Qualifications courses and professional development programs. Centre faculty teach Curriculum courses via computer conferencing.

Trent Valley Centre

1994 Fisher Drive
Peterborough, Ontario K9J 6X6

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments s unstructured and often cannot be described in terms of a pecific number of courses, and because graduate ducation more often than not results from the sum of xperiences encountered during the program, Graduate chool fees are assessed on a program basis rather than on he number of courses taken. The fee charged for the Fall nd Winter Sessions also covers the Summer Session mmediately following, except for part-time Special tudents and for certain degree students.

ll academic programs specify a minimum period of egistration defined as the shortest length of time a student ust be registered in that program, on a full-time basis, in rder to qualify for the degree. For master's degree tudents, the minimum period of registration is stated on he student's Offer of Admission. This period establishes he minimum degree fee which must be paid before raduation.

ull-time master's students, once they are past the minimum period of registration" or have begun their st required course (whichever comes first) must ontinue to register on a full-time basis and pay the ll-time fee until all degree requirements have been mpleted.

aster's students proceeding to their degree on a part-time sis register in those sessions in which they are mpleting course requirements for the degree. Once they ve begun their last required course, these students must gister annually and pay the part-time fee until all other quirements have been completed.

aster's candidates must, in the session in which they mplete degree requirements, pay additional fees if cessary such that in total their fees equal the inimum degree fees applicable.

TE: If students pay more than the minimum degree e, because of the time taken to complete degree quirements, they will not be entitled to/issued any fund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

Calculation of Fees

At the time of publication of this ***Bulletin*** the fees schedule for 2005/2006 is not available. In the 2004/2005 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents

M.A. & Ph.D.	$5,442.00
M.Ed., M.A.(T.) & M.T.	$6,737.00
M.A. (Child Study and Education)	$6,737.00
Ed.D.	$6,364.00

International Students (excluding the M.T. and the Child Study and Education program)

M.A. & Ph.D.	$9,704.00
M.Ed., M.A.(T.)	$13,815.00
Ed.D.	$13,690.00

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A. and M.T. Degree Candidates

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- **a twelve to sixteen half-course program**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged each year throughout the program, except for students in the flexible-time Ph.D. program, who will pay the part-time fee during their years of part-time registration.

Fees for Final Year Doctoral Students

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.

- The **Ed.D. in Higher Education** in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2004/2005 academic year the Academic Fee for a half-course was $1,010.55.40 (International Students, $1,973.55).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require tha applicants provide evidence of sufficient financial resource to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $18,000 plus tuition fees for a minimum total of approximately $31,050.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2004/2005 the cost for twelve months was $612.47 fo a single student, $1,224.94 for a family of two, and $1,938.68 for a family of three or more.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: **www.uhip.mercer.ca**

Late Payment Fees

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due da for minimum payment will be announced in the registration material sent to students in July. The balanc of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/U Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after published date for the first day of classes in the Fall and Winter Sessions. In the 2004/2005 academic year the minimum charge was $173.

ervice Charges

ll outstanding fees, regardless of the source of payment, re subject to a service charge first assessed on November 5. In the 2004/2005 academic year the service charge was .5% per month, compounded.

ees/Convocation

egree requirements for all students must be completed nd fees must be paid before the appropriate dates for igibility to convocate. Transcripts will not be issued if udents have not paid in full, university housing dues, brary fines, bookstore debts, or health service charges, c., (see Outstanding Fees and Other University bligations, below). At the time of convocation such udents will, however, be allowed to participate in the remony and have their names appear on the convocation ogram.

.Ed. students must apply to graduate by submitting an **pplication to Graduate form** (see page 23, item "f").

utstanding Fees and Other University bligations

he following academic sanctions will be imposed on udents who have outstanding financial obligations to ISE/UT and the university (including fees, residence arges, library fines, loans, bookstore debts, health service counts and unreturned or damaged instruments, aterials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor and on the Student Services Website at **www.oise.utoronto.ca/studentservices.** In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2004/2005 academic year.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2004 to April 2005, a Graduate Assistantship had a value of $9766 (plus 4% vacation pay). The value of the assistantship is determined each year.

Please note that applicants to the Ph.D. program must complete a graduate assistantship application form and submit it with their application for admission. An application for admission will be considered incomplete without the Graduate Assistantship application form. Continuing students in the Ph.D. program who are in th guaranteed cohort and not currently holding a Graduate Assistantship must also submit an application for a Graduate Assistantship.

Applications are available from:
www.oise.utoronto.ca/studentservices

Applicants to a new degree program must submit two copies of their completed Graduate Assistantship application with their application for admission to the Registrar's Office by December 1, 2005.

Students continuing in a degree program must submit tw copies of their completed Graduate Assistantship application to the Student Services Office, 5th floor, OISE/UT by December 1, 2005.

OISE/UT Graduate Student Financial Support

OISE/UT will provide financial support to registered students for the first year of full-time M.A. study (excluding the M.A. in Child Study and Education and the Master of Teaching) or within the first four years of study in a Ph.D. program. Financial support is held by M.A. students for the first year only; support to registere Ph.D. students is renewable up to and including year 4, subject to satisfactory performance.

NOTE: Students in years one and two of the M.A. in School and Clinical Child Psychology (SCCP) program i HDAP may receive guaranteed funding for both years of the M.A. but are then eligible for guaranteed funding in years one to three of their Ph.D. programs only.

NOTE: Students receiving OISE/UT financial support a required to fulfill a mandatory work requirement.

In order to have financial support renewed, current Ph. students must document that they have applied for at le one of the OGS or SSHRC scholarships (unless they are ineligible for both awards) in the Fall term of both their second and third years.

OTE: Students are responsible for consulting with
)ISE/UT Student Services (Room 5-103) about their
igibility for OGS and SSHRC scholarships.

pplicants who are not currently in OISE/UT programs
e strongly encouraged to apply for OGS and SSHRC
holarships (as eligible) simultaneously with their apppli-
tions.

inancial support of $12,000 plus the value of tuition, and
the case of International Students single UHIP
Jniversity Health Insurance Plan) coverage, is guaranteed
ıbject to conditions of funding. Students with OISE/UT
ıpport who receive external awards (over $3,000) and/or
ıy other university support will have their OISE/UT
ıancial support reduced dollar for dollar for any excess
er the maximum. University support includes
holarships, other awards, bursaries, and any employment
come derived from the University of Toronto.

OTE: OSAP, UTAPs and the OISE/UT Bursary (only)
not count toward the maximum. While employment
come earned outside the University is not counted
ward the guaranteed maximum funding, full-time
aduate students are defined by government to be
pursuing their studies as a full-time occupation."

omplete details regarding the Guarantee Funding
ckage, including the mandatory work component, can
found on the Student Services Website at:
ww.oise.utoronto.ca/studentservices

ISE/UT Scholarship for Aboriginal udents

ıe scholarship, with a value of $12,000, will be awarded
nually to an Aboriginal student who will be registered
a full-time basis in a graduate degree program at
ISE/UT. Aboriginal candidates (Inuit, Native, Status
dian, Non-Status Indian, Aboriginal Members of First
ıtions, or Métis) who are new applicants to a graduate
gree program or current students continuing in the same
gree program are eligible to apply. The recipient will be
ected on the basis of academic merit and previous and
ended contribution to his/her community. Preference
ll be given to new applicants to a graduate degree
ɔgram.

plication forms are available from:
vw.oise.utoronto.ca/studentservices
: from the OISE/UT Student Services Office
aduate Financial Awards
2 Bloor Street West, 5th floor, Room 5-103
ronto, Ontario M5S 1V6
lephone: 416-923-6641 ext. 8157
x: 416-926-4765
mail: stuserv@oise.utoronto.ca

Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by January 31 to:
Mary MacDonell
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

OSOTF - Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE/U

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipien of the OSOTF - Anne Millar Graduate Student Fellowshi upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to t teaching profession and to the education of young people an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. James Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Stud and Education program who have demonstrated financia need and who perform a service benefiting children in th Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally l than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential fo participation and innovation in the care and education young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

pplications for grants are accepted in one Fall and one Winter competition. The competition is administered by he I.C.S. Leighton McCarthy Committee, which acts as he Institute's scholarship and awards committee. Awards re based on the student's record, the relevance of the roposed conference to the education and care of young hildren, and plans to 'report back' on the conference to he I.C.S. community. Preference is given to students in he second year of the Master of Arts in Child Study and ducation program.

nterested students should submit a one page proposal by ctober 15 or February 15 depending on the session in hich they plan to attend a conference. The proposal hould be directed to the Leighton McCarthy Committee f the Institute of Child Study.

eighton McCarthy Memorial cholarship Fund

stablished in 1977 by the Hope Foundation in memory f Mr. Leighton McCarthy, a former governor of the niversity of Toronto, who gave his residence at 45 almer Road to the university. This residence is now the ome of the Institute of Child Study. $500 is awarded nnually to one or two second-year students in the Master f Arts in Child Study and Education program. Selection made by the Leighton McCarthy Committee of the nstitute of Child Study on the basis of scholastic xcellence and contribution to the life of the Institute. inancial need may also be considered.

obert Seth Kingsley Graduate Student ellowships

stablished in 1998 in memory of Robert Seth Kingsley ho was a student in the Laboratory School. A minimum f $500 is to be awarded to one or two students in the .A. in Child Study and Education program or the .A./M.Ed. in Developmental Psychology and Education rogram. Awards will be made to students who have mpleted one or more years of study, on the basis of nancial need as well as potential for excellence and adership in special education, demonstrated by an ability work with special needs children and to integrate holarship and practice. Applications should be directed the Leighton McCarthy Committee of the Institute of hild Study.

eith A. McLeod Scholarship

eith A. McLeod, a professor of education at the niversity of Toronto for over 25 years, established a holarship with an award or awards to total $1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE/UT). Specifically, the support is for assisting graduate students in education who are:

a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from:
OISE/UT Student Services Office, 5th floor
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE/UT by March 15.

Ontario Graduate Scholarship Program

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards will be for two or three consecutive sessions. International students are eligible for this scholarship. Scholarships had a value of $15,000 in 2004/05.

Application forms are available from:
osap.gov.on.ca

a) For students currently enrolled in a graduate program: applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.

b) For prospective full-time graduate students:
Applications should be submitted to the Ontario
Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships have a value of $20,000 in 2005/2006.

Application forms are available at: www.sshrc.ca

a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year.

Ontario English Catholic Teachers' Association Scholarships and Fellowships - up to $10,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers three fellowships for Religious Studies in the amounts of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - $5,000 Each
Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-103
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is March 15.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:
Bev Tindall
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

OISE/UT Bursary

The OISE/UT bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP first. Those in exceptional circumstances, or those who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and names of applicants are rocessed regularly throughout the year. For complete etails of the bursary program, and to download pplications, please visit the Student Services Website: **ww.oise.utoronto.ca/studentservices**

mergency Student Loans

ull-time students in need of financial assistance may pply for an OISE/UT Emergency Student Loan. Please quire at the reception desk in Student Services, Room -103.

mergency Assistance - International tudents

o be approved for study in Canada, international students ust show they have sufficient financial resources to meet eir needs. Although not eligible for bursary assistance, ternational students may apply for emergency assistance. ircumstances qualify as an emergency when the precipi-ting event is of an unanticipated nature. Applications are vailable in Student Services, Rm 5-103 or may be ownloaded from the Student Services Website: **ww.oise.utoronto.ca/studentservices**

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *'Getting There'*. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at orientation in September.

OISE/UT Services and Facilities

Alumni Association

For information about the OISE/UT Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Students will have access to:

- A specialized collection in the field of education including:
  - Extensive reference materials
  - Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - School board curriculum materials, textbooks and content resources used in Ontario schools
  - A representative collection of children's literature
  - A varied and extensive collection of computer software, videotapes, and other multimedia materials
- A collection of over 9.5 million items plus over 5 milllion microforms located in the numerous libraries of the University of Toronto Library System
- A wide range of Internet resources including remote library catalogues
- Reference assistance in accessing information on courses and research assignments
- Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the Websites listed below:

✦ **Education Commons**
Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

✦ **Library**
Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Graduate Students Association

The Graduate Students' Association (GSA) of OISE/UT the official graduate student government at OISE/UT an is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on ehalf of students in any and all social, cultural, and olitical events of interest to students. The GSA promotes nd coordinates activities of students in the various epartments and decision-making bodies of OISE/UT.

ocation: 252 Bloor Street West, Room 8-105
elephone: 416-923-6641 ext. 4724
-mail: gsa@oise.utoronto.ca

ndigenous Education Network (IEN)

he IEN is a self determining organization founded, rithin OISE/UT in 1989, by Aboriginal students. It rovides an Aboriginal presence at OISE/UT and a forum or discussion on issues relating to Aboriginal education nd research. The IEN includes an Aboriginal Student aucus which is a peer support group providing direction o the IEN. Co-chairs representing both faculty and udents lead the IEN.

he IEN supports Aboriginal students and their study nterests in education while at OISE/UT; promotes boriginal education; advances research on Aboriginal sues in relation to education; and supports the evelopment of Aboriginal curriculum at all levels of ducation. IEN is comprised of Aboriginal students, umni, and faculty in initial teacher education and raduate studies in all departments at OISE/UT plus non-boriginal faculty and students interested in Aboriginal ducation and research. The IEN invites interested faculty nd students to participate in its network.

ocation: 252 Bloor Street West, Room 7-191
elephone: 416-923-6641 ext. 2286
-mail: ien@oise.utoronto.ca
ebsite: www.oise.utoronto.ca/other/ien/ienpage.html

nternational Students

special effort is made to welcome students from abroad nd to meet their special needs. On one hand, the anadian student benefits greatly from the opportunity to ork, formally and informally, with educators from other ountries. On the other, we consider it an honour and an bligation, in a world so rapidly decreasing in size, to ake our resources available insofar as we can, to students ho plan to return to their own countries on completion f their studies.

ajor essays or other individual projects constitute an nportant part of each course. Wherever possible, interna- onal students are encouraged to select topics which will ermit them to explore systematically the possible nplications that the concepts under discussion have for heir home situation.

n addition, within the Collaborative Program in omparative, International, and Development Education any courses are offered which deal specifically with ducational issues in non-Canadian contexts, and which e particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, first floor
Telephone: 416-926-4702
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Louise Cowin
Manager: Allan Shatzky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.oise.utoronto.ca/studentservices

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and acheiving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
Toronto, Ontario M5S 1A1
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2005/2006, excluding tuition:

Accommodation	$7,500
Books/Supplies	.880
Clothing	.650
Food	3,800
Health insurance (UHIP) (international students)	.533
Local transportation	1,122
Miscellaneous	.3,588
TOTAL	**$18,073**

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Fax: 416-978-1099
Website: www.utoronto.ca/communitysafety/

Disability Services for Students

The mandate of this service is to facilitate the inclusion o students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: www.sa.utoronto.ca

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. Th Family Care Office can help you access the most ppropriate on or off campus services to meet the needs of our family, whether the issue is family law or marital ounselling, play groups or day care for adults with lzheimer disease.

ocation: Koffler Student Services Centre
14 College Street, 2nd floor
oronto, Ontario M5T 2Z9
elephone: 416-978-0951
ax: 416-946-5466
-mail: family.care@utoronto.ca
ebsite: www.library.utoronto.ca/familycare

art House

t Hart House, you'll find everything a body needs in a niquely soul-restoring environment. Whether you're nterested in art, music, debates, photography, fitness, film, rama, chess, bridge, scuba diving – you name it, you can ind it at Hart House. For many students, Hart House is a ome away from home. As a student, you're automatically member. Within Hart House are a full-service athletic acility, serene common rooms with fabulous fireplaces, wo restaurants, a renowned art gallery, and library. Visit art House for a meal, a beer or a workout. Listen to the test music in the Record Room, or meet with friends in ne of the comfortable sitting rooms. Hart House also ffers use of a beautiful farm north of the city on the iagara Escarpment.

ocation: 7 Hart House Circle
elephone: 416-978-2452
ebsite: www.utoronto.ca/harthouse

ealth Services

ealth Service offers a wide range of services for U of T udents. The health team includes Family Physicians, egistered Nurses, a Community Health Coordinator, a ealth Promotion Nurse, support staff and peer educators. hysician services include comprehensive medical care, ounselling and referrals. Nurses provide information and range of services including dressing care, immunizations nd travel health education. Diagnostic tests and rocedures, ordered in the clinic, are performed by a full-me lab technician in the on-site laboratory.

ll students need health insurance coverage - for example, HIP, other provincial plans, **UHIP,** or other private nsurance plan. Students with no health insurance are sponsible for health care costs of visits, lab work, etc. he University Health Insurance Plan (UHIP) is mpulsory for international students. Please contact **www.library.utoronto.ca/isc/>** for UHIP formation.

cation: Koffler Student Services Centre
14 College Street
lephone: 416-978-8030
mail: health.services@utoronto.ca
ebsite: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: eir.library.utoronto.ca/StudentHousing/

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/isc/

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 307
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: lgbtq.sa.utoronto.ca

Race Relations and Anti-Racism Initiatives Office

The Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Ave.
Telephone: 416-978-1259
Fax: 416-946-8296
Website: www.library.utoronto.ca/equity/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
Room 109B, 27 King's College Circle
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: status-women.utoronto.ca

Policies and Regulations

IOTE: Students should consult the 2005/2006 ***raduate Studies Calendar*** when it becomes vailable, or visit the Website **<www.sgs.utoronto.ca>** for full details on the ollowing policies and for additional Policies and egulations governing graduate studies at the University of oronto, e.g.:

- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property
- Research Ethics

rading Practices

he OISE/UT Graduate Studies Grading Practices falls ithin the general framework of the University of Toronto chool of Graduate Studies (SGS) grading system, and has e following features:

. Evaluation Procedures

) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals on the following page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A, B,** and **FZ**, which have the following meanings:
   - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - **FZ:** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: Assigned as a final report on the basis of incomplete course work (e.g., medical reasons or when there are no grounds for assigning a failing grade). **INC** carries no credit for the course and is not considered for averaging purposes.

IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by a final report of 'INC'. **SDF** carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned by the graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor) in an attempt to resolve the matter.
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT Department Academic Appeals Committee, using the Notice of Appeal Form.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies to the Graduate Academic Appeals Board of the School of Graduate Studies no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.
4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, t the appellant.

Detailed information on the appeals procedures is availabl from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chair, ***the Scho of Graduate Studies Calendar*** or from the SGS Website **<www.sgs.utoronto.ca>**.

At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone: 416-978-4874
Fax: 416-978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health servic accounts, and unreturned or damaged instruments, materials, and equipment). See also page 191.

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

Academic Staff

(as of January 2005)

lease consult individual departmental sections for cademic details and interests of staff: AECP (page 35); TL (page 63); HDAP (page 100); SESE (page 122); PS (page 139).

bbey-Livingston, Diane, AECP
cker, Sandra, SESE, TPS
hia, Francis, CTL
itken, Johan L., CTL
lbert, Mathieu, TPS
lexander, Jacqui, SESE
llen, Guy, CTL
lvi, Sabir A., AECP
nderson, Andy, CTL
nderson, Stephen, TPS
ntone, Eileen, AECP
rnold, Mary Louise, HDAP
stington, Janet, W., HDAP
tkinson, Lesley, HDAP
ustin, Zubin, TPS
xelrod, Paul, TPS
zmi, Tahira, HDAP
agby, R. Michael, AECP
aker, Janice, HDAP
ascia, Nina, TPS
atty, Helen, P,. TPS
eattie, Mary, CTL
eck, Clive M., CTL
eharry, Pamela, HDAP
élanger, Nathalie, CTL, SESE
encze, John Lawrence, CTL
ennett, Barrie, CTL
ereiter, Carl, HDAP
ernhard, Judith, HDAP
ertrand, Jane, HDAP
ckmore, Kathy, CTL, SESE
emiller, Andrew, HDAP
anchard, Ray, AECP
ogdan, Deanne, TPS
oler, Megan, TPS
ooth, David, CTL
owers, Arnold, CTL
oyd, Dwight R., TPS
echer, Diana R., AECP
ett, Clare, CTL
own, Ian, HDAP
urstow, Bonnie, AECP
alder, W. Berry, TPS
Cameron, Linda, CTL
Campbell, Colin, AECP
Campbell, C. Elizabeth, CTL, TPS
Carmichael, Isla, AECP
Caspary, Art, HDAP
Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECP
Caswell, Bev, HDAP
Chen, Charles P., AECP
Chen-Bumgardner, Xi, CTL
Childs, Ruth A., CTL
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Cole, Ester, HDAP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Cooper, Karyn, CTL
Cooper, Nathan, AECP
Corter, Carl, HDAP
Crook, Bonnie, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cusimano, Michael, TPS
Danesi, Marcel, CTL
Darroch-Lozowski, Vivian, CTL
Davie, Lynn E., CTL
Davis, John E., TPS
Dehli, Kari, SESE
Dei, George J. S., SESE
Denisoff, Eilenna, AECP
Dhruvarajan, Vanaja, TPS
Diamond, C. T. Patrick, CTL
Dietsche, Peter, TPS
Donahue, Z., HDAP
Drugovic, Mira, AECP
Dubrowski, Adam, TPS
Ducharme, Joseph, HDAP
Durand, C., HDAP
Earl, Lorna M., CTL, TPS
Eichler, Margrit, SESE
Evans, D. Mark, CTL
Farrell, Joseph P., AECP, CTL
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Fisher-Brillinger, Margaret, AECP
Flint, Betty, HDAP
Folson, Rose Baaba, SESE

Ford, Maureen, TPS
Fraser, Don, CTL
Frenette, Normand J., CTL
Friedland, Judith, HDAP
Friend, Martha, HDAP
Fullan, Michael, SESE
Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillis, J. Roy, AECP
Giroux, Roy F., TPS
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Goodman, Anne, AECP
Gordon, Robert A., TPS
Gordon, P. Sheri, HDAP
Grusec, Joan, HDAP
Guttman, Mary Alice, AECP
Haché, Denis, TPS
Halewood, C., HDAP
Hamovitch, Gregory, AECP
Hamstra, Stanley John, TPS
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hatton, Michael J., TPS
Hayhoe, Ruth E. S., TPS
Heller, Monica, SESE
Helwig, Charles, HDAP
Hersen, R., HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hildyard, Angela, HDAP, TPS
Hilliard, Robert, TPS
Hodson, Derek, CTL
Hong, Guanglei, CTL
Humphries, Thomas W., HDAP
Hunt, David, AECP
Hyman, Avi, TPS
Iseke-Barnes, Judy, SESE
Jackson, Nancy S. AECP
Jacobs, Merle, TPS
James, Margaret, HDAP
Janzen, Katharine, TPS
Jasper, Karin R, AECP
Jenkins, Jenny, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Josefowitz, Nina, AECP
Joshee, Reva, TPS
Jozsvai, Emoke, AECP
Keating, Daniel, HDAP
Keith, Eileen, HDAP
Kelly, Brendan, CTL
Kilbourn, Brent S., CTL, TPS
Kimel, J., HDAP
Knowles, J. Gary, AECP
Kooy, Mary, CTL
Kokai, Maria, HDAP
Kosnik, Clare, CTL
Kuzmich, Natalie, CTL
Kwan, Kenneth, AECP
Labrie, Normand, CTL
Laden, Berta Vigil, TPS
Laiken, Marilyn, AECP
Lam, Tony C.M., CTL
Lane, Heather, TPS
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
LeBlanc, Vicki, TPS
Leithwood, Kenneth A., TPS
Leitner, Karen, HDAP
Lenskyj, Helen, SESE
L'Espérance, N., HDAP
Levine, David, TPS
Lewis, Marc, HDAP
Lingard, Lorelei, TPS
Link, Nancy, HDAP
Livingstone, David W., AECP, SESE
Logan, Robert K., CTL
MacKenzie, Corey, S., AECP
MacDonald, Jodi, TPS
Magnusson, Jamie-Lynn, TPS
Manassis, Katherine, HDAP
Marino, Charles, AECP
Martin, Darcy, AECP
Martindale, M., HDAP
Mascall, Blair, TPS
Mason, Jean S., CTL
Mayer, Hanna, AECP
McBride, Carolina, AECP
McCarty Mayor, Maryanne, HDAP
McCoy, M. Anne, HDAP
McDougall, Douglas E., CTL
McIntyre, Maura, AECP
McLean, Heather, AECP
McLean, Leslie D., CTL
McLean, Mona, HDAP
McLean, Robert S., CTL
McLean, Ruth W., AECP
McLeod, Keith, AECP
Meade, Edward, AECP, HDAP
Mellers, Anne, HDAP
Mendlowitz, Sandra, HDAP
Messina, R., HDAP
Miezitis, Solveiga, AECP, HDAP
Miles, Angela R., AECP
Miller, Jack, CTL
Milne, Betty, HDAP

Minowa,, Nozomi, HDAP
Minsky, Sam, AECP
Mirchandani, Kiran, AECP
Misgeld, Dieter, TPS
Mojab, Shahrzad, AECP
Moodley, Roy, AECP
Moore, Chris, HDAP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Moss, Joan, HDAP
Muller, Robert, AECP
Mundy, Karen, AECP
Murray, S., HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzzin, Linda, TPS
Nagy, Philip, CTL
Ng, Roxana, AECP, SESE, TPS
Nieswandt, Martina, CTL
Nifakis, Debbie, AECP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPS
Oatley, Keith, HDAP
O'Banion, Terry, TPS
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECP
adro, Susan, TPS
an, Julia, TPS
ascal, Charles, TPS
edretti, Erminia, CTL
elletier, Janette, HDAP
erlman, Michal, HDAP
erry, Adrienne, HDAP
ersad, Schrine, HDAP
eskin, Joan, HDAP
eterson, Shelley, CTL
eterson-Badali, Michele, HDAP
hillips, Bryan, AECP
ierson, Ruth Roach, SESE, TPS
iran, Niva, AECP
oldre, Peeter, TPS
ortelli, John, TPS
rentice, Alison, TPS
richard, J. Robert S., TPS
uarter, Jack, AECP, SESE
uazi, Saeed, TPS
aphael, Dennis, TPS
aun, K., HDAP
azack, Sherene H., SESE
ector, Neil A., AECP
eeve, Richard, HDAP
egehr, Glenn, HDAP, TPS
eis, Johan, AECP
eitav, Jaan, AECP
eznick, Richard K., TPS
ice, Carla, AECP

Richmond, Betty Jane, AECP
Ridley, Mardi, HDAP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Rosenberg, Dorothy Goldin, TPS
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Ryan, James J., TPS
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
Scardamalia, Marlene, CTL, HDAP
Scarfo, Nick, HDAP
Schachar, Russell, HDAP
Schellenberg, Glenn, HDAP
Schmuckler, Mark, HDAP
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, S., HDAP
Scott, Katreena, HDAP
Seccombe, Wallace, SESE
Seller, Wayne, CTL, TPS
Shackel, Denis, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Silvers, Ronald, CTL
Simon, Roger I., CTL, SESE
Sinclair, Lynne M., HDAP
Skolnik, Michael L., TPS
Smith, Dorothy E., SESE
Smith, R., HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stanovich, Keith E., CTL, HDAP
Steinhart, Georgia, HDAP
Stephenson, C., HDAP
Stermac, Lana, AECP
Stewart, Malcolm J., AECP
Stiegelbauer, Suzanne, CTL
Sumner, Jennifer, AECP
Swain, Merrill K., CTL
Sykes, Heather, CTL
Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Temple, Valerie, AECP
Thiessen, Dennis, CTL
Thomas, Alan, AECP
Thomas, Suzanne, AECP
Toneatto, Anthony, HDAP
Toner, Brenda, AECP
Tong, Adrian, AECP
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trehub, Sandra, HDAP

Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wane, Njoki Nathani, SESE
Warner, Ronald E., AECP
Wasson, Christine, HDAP
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilansky-Traynor, Pamela, HDAP
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Woodruff, Earl, CTL, HDAP
Wright, Percy, AECP
Wyss, Christian, HDAP
Young, Stacey J., TPS
Zelažo, Philip, HDAP
Zoric, Terezia, SESE
Zuker, Marvin A., TPS
Zweig, Debbie, AECP

Index

Aboriginal Education 124, 126, 178
Aboriginal Student Services 178-179, 193, 199, 200
Academic Fees Structure 189
Academic Staff 205-208
Academic Year, Definition of 10
Accommodation and Cost of Living 200
Addiction Studies Collaborative Program 40, 170
Administrative Officers, OISE/UT and SGS 8-9
Admission and Degree Requirements 22-28
Adult Education and Community Development
    Program 42-53
Adult Education Certificate 45
Adult Education and Counselling Psychology
    (AECP) 35-62
Adult Training and Development Certificate 45
Advisory Board 9
Aging and the Life Course Collaborative
    Program 40, 170-171
Alumni Association 198
Anti-Racism Studies 124-125, 184
Appeals 204
Application Procedures 29-33
Application to Graduate Form 23, 191
Canada Research Chairs 8
Career Centre 200
Centre de recherches en éducation franco-
    ontarienne (CREFO) 184
Centre for Applied Cognitive Science (CACS) 183
Centre for Arts-Informed Research 44
Centre for Franco-Ontarian Studies (CREFO) ...183-184
Centre for Integrative Anti-Racism Studies
    (CIARS) 127, 184
Centre for Media and Culture in Education 127, 184
Centre for Studies in Science, Mathematics and
    Technology Education, ...185
Centre for Teacher Development 185
Centre for the Study of Education and Work 127, 185
Centre for the Advancement of Measurement, Evaluation,
    Research and Assessment (CAMERA) 183
Centre for Women's Studies in Education (CWSE) ...185
hanges to Fees 4
hanges in Programs of Study and/or Courses 4
hild Study and Education Program 24, 31, 105-106
ollaborative Graduate Programs 40, 97-99, 170-177
ollege of Psychologists 54, 112
ommunity College Leaders 17, 155
ommunity Development
    Collaborative Program 41. 174-175
ommunity Safety Coordinator 200
omparative, International, and Development
    Education Centre (CIDEC) 186
omparative, International, and Development
    Education .40-41, 97-98, 126-127, 140, 160, 171-173
ontents 2-3
ontinuity of Registration 18
opyright in Instructional Settings 4
Counselling and Psychoeducational Clinic 54
Counselling Psychology for Community and
    Educational Settings 53, 56
Counselling Psychology for Psychology
    Specialists 53, 54-55
Counselling Psychology Program 53-62
Course Changes and Course Completion 19
Course Deadlines, Prerequisites, Limits 4
Course Load, Full-time/Part-time 4
Course Numbering Explained 34
Course Selection for Continuing M.A., M.T., M.Ed.,
    Ed.D., Ph.D. Students 16
Criminal Record Report 20-21, 25, 31, 81, 105
Critical Pedagogy and Cultural Studies 128, 179
Curriculum Program 68-79
Curriculum, Teaching and Learning (CTL) 63-99
Daycare, Kidspace 199
Deferrals 32-33
Degree Fees 189
Developmental Psychology and Education
    Program 102, 107-108
Developmental Science Collaborative
    Program 102, 109, 175
Disability Services 200
Distance Education 17, 62, 67, 129, 144, 154, 187
Doctor of Education (Ed.D.) 25-27
Doctor of Philosophy (Ph.D.) 27-28
Dual Registration for M.A. and Ph.D. Candidates 18
Education Commons 198
Educational Administration Program 141-151
Emergency Student Loans 197
Endowed Chairs 8
English Language Facility 4, 31-32
Enrolment Limitations 4
Environmental Studies 41, 99, 127, 176
Études franco-ontariennes en éducation 67, 126, 179
Family Care Office 200-201
Fees 189-191
Fees, Application 29
Fees and Other University Obligations,
    Outstanding 191, 204
Fees, Late Payment 190
Fees, Minimum Payment 190
Fees, Refunds 190
Fees/Convocation 191
Feminist Studies 125, 160, 162, 182
Field Centres 8, 187-188
Field Development Activities 187-188
First Nations House 179, 200
Financial Support 192-197
Flexible-time, Doctor of Philosophy
    (Ph.D.) 18, 28, 43, 145, 155, 190
Full-time Student, Definition of 16
Full-time Study 4, 17, 33
Gender Equity in Education 126, 139, 160, 180
General Information 16-21

Grade Reports ... 19
Grading Practices Policy ... 203-204
Graduate Assistantships ... 32, 182
Graduate Students' Association ... 198-199
Graduate Programs by Department ... 34
Guidance and Counselling ... 53, 57-58
Hart House ... 201
Health Professional Education ... 154
Health Services ... 201
Higher Education Program ... 152-159
History and Function of OISE/UT ... 6-7
History and Philosophy of Education Program ... 160-169
History of Education ... 160-165
Human Development and Applied Psychology (HDAP) ... 100-121
Important Notices ... 4-5
Incidental Fees ... 189
Indigenous Education Network (IEN) ... 199
Individual Reading and Research Courses ... 34
Initial Teacher Education Program ... 40, 125
Institute of Child Study ... 6
Interdepartmental Research Areas ... 178-182
International Student Centre (ISC) ... 201
International Student Fees ... 190
International Students ... 192, 199
International Students' Association ... 199
Junior/Intermediate Education ... 81
Laidlaw, Dr. R. G. N., Research Centre ... 186
Language and Critical Pedagogy ... 180
Late Afternoon and Evening Classes in Fall and Winter Sessions ... 16-17
Learning and Work ... 125, 126, 180-181
Leave For Health Problems or Personal Circumstances ... 19
Lesbian, Gay, Bisexual Office ... 201
Master of Arts (M.A.) ... 23-25
Master of Education (M.Ed.) ... 22-23
Master of Teaching in Elementary and Intermediate Education Program (M.T.) ... 25, 80-82
Measurement and Evaluation Program ... 83-85
Midwestern Centre ... 8, 187
Modern Language Centre ... 186
Nature and Development of Literacy ... 107, 176
Northwestern Centre ... 8, 187
Off-Campus Education ... 17, 63, 67, 129, 144, 154, 187
OISE/UT Student Services Office ... 199
Ontario College of Teachers ... 20, 31, 80, 105
Parental Leave ... 19
Part-time Study ... 4, 16-17, 33
Person ID/Student Number ... 4
Philosophy of Education ... 160, 165-169
Policies and Regulations ... 5, 203
Primary/Junior Education ... 81
Race Relations and Anti-Racism Office ... 202
Required Period of Full-time Study ... 17-18
Research and Development Centres ... 183-187
Research and Field Activities ... 183-188
School and Clinical Child Psychology Program ... 110-112
School Management Certificate ... 139, 142
Second Language Education ... 86-92
Secondary Program 4 (Education and Work) ... 40, 125
Service Charges ... 191
Service Fees ... 29
Sessional Dates and Deadlines ... 10-15
Sexual Harassment Office ... 202
SGS Regulations ... 5, 203-204
Sociologie et d'études de l'équité en éducation ... 122-138
Sociology and Equity Studies in Education (SESE) ... 122-138
Special Education ... 106
Special Students ... 28, 33, 189
Special Topics Courses ... 34
Statement of Intent ... 30
Status of Women Office ... 202
Student Housing ... 201
Student Number ... 4
Student Services and Facilities ... 198-202
Study in Summer Session ... 17
Summer Student Fees ... 190
Summary of Graduate Programs ... 34
Teacher Development Program ... 93-99
Teacher's Certificate of Qualification ... 25, 80, 105
Theory and Policy Studies in Education (TPS) ... 138-169
Transcripts ... 20, 30, 191, 204
Transfer Between Programs ... 18
Transfer Credit ... 18
Transformative Learning ... 44, 160, 181
Transformative Learning Centre ... 44, 187
Travaux et Théses en Français ... 16, 67
Trent Valley Centre ... 8, 188
Tuberculosis Test ... 20, 25, 31, 81, 105
University Health Insurance Plan (UHIP) ... 29, 190, 193,
University of Toronto Schools ... 6
Withdrawals ... 19
Women's Studies, Collaborative Graduate Program (GCWS) ... 41, 99, 127, 141, 160, 176
Women's Studies/Feminist Studies ... 158, 182

Cover, adapted by Claire Alleyne and Doug Ullrich, includes the OISE/UT logo and the names of the OISE/UT departments and their programs.

CALENDAR

2005

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CALENDAR

2006

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

CALENDAR 2007

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CALENDAR 2008

January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOTES

NOTES

NOTES

NOTES

Adult Education and Counselling Psychology
Curriculum, Teaching and Learning
Human Development and Applied Psychology
Sociology and Equity Studies in Education
Theory and Policy Studies in Education

GREAT RESEARCH FOR BETTER EDUCATION

www.ro.oise.utoronto.ca
www.oise.utoronto.ca

OISEUT

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
OF THE UNIVERSITY OF TORONTO

GRADUATE STUDIES IN EDUCATION

2006/2007 BULLETIN

OISE/UT LIBRARY

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Graduate Studies in Education

2006/2007 Bulletin

Application and Admission Inquiries:

Website: www.ro.oise.utoronto.ca
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Current Student Registration Inquiries:

Website: www.ro.oise.utoronto.ca
Fax: 416-323-9964
Contact information is listed at the beginning of each department's section herein

252 Bloor Street West • Toronto, Ontario • M5S 1V6

Table of Contents

Important Notices 4

History and Function of OISE/UT 6

OISE/UT and SGS Administrative Officers (Partial List) 8

Sessional Dates and Deadlines 10

General Information 16
Travaux et Thèses en Français 16
Course Selection for Continuing M.A., M.T., M.Ed., Ed.D., and Ph.D. Students 16
Definition of Full-Time Student 16
Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions 16
Study in Summer Session 17
Off-Campus/Distance Education 17
Required Period of Full-Time Study 17
Flexible-time Ph.D. 18
Dual Registration for M.A. and Ph.D. Candidates . . . 18
Transfer Credit 18
Transfer Between Programs 18
Continuity of Registration 18
Leave of Absence 19
Course Changes and Course Completion 19
Withdrawal From a Degree Program 19
Grade Reports 19
Transcripts 20
Criminal Record Report 20
Definitions 20

Minimum Admission and Degree Requirements 21
Master of Education (M.Ed.) 21
Master of Arts (M.A.) 22
Master of Teaching (M.T.) 24
Doctor of Education (Ed.D.) 24
Doctor of Philosophy (Ph.D.) 26
Flexible-time Ph.D. Degree Programs 27
Special Students 27

Application Procedures 28

Graduate Programs by Department . . 33
Summary of Departments, Programs and Fields 33
Collaborative Programs 33
Course Numbering Explained 33
Research Methodology Courses 33
Individual Reading and Research Courses 34
Special Topics Courses 34

Adult Education and Counselling Psychology (AECP) 35
Adult Education and Community Development 42
Counselling Psychology 53

Curriculum, Teaching and Learning (CTL) 63
Curriculum Studies and Teacher Development 68
Master of Teaching in Elementary and Intermediate Education 84
Measurement and Evaluation 87
Second Language Education 89
Teacher Development 95

Human Development and Applied Psychology (HDAP) 100
Child Study and Education 105
Developmental Psychology and Education 107
School and Clinical Child Psychology 110

Sociology and Equity Studies in Education (SESE) 122

Sociologie et d'études de l'équité en éducation 122
Sociology in Education 122

Theory and Policy Studies in Education (TPS) 137
Educational Administration 139
Higher Education 151
History and Philosophy of Education 160

Collaborative Graduate Degree Programs 170
Addiction Studies 170
Aging and the Life Course 170
Community Development 171

Comparative, International and Development Education . . . 172
Developmental Science . . . 175
Environmental Studies . . . 175
Women's Studies (GCWS) . . . 176
Knowledge Media Design . . . 177
Neuroscience . . . 178

Interdepartmental Research Areas . . 179
Aboriginal Education . . . 179
Critical Pedagogy and Cultural Studies . . . 180
Études franco-ontariennes en éducation . . . 180
Gender Equity in Education . . . 180
Language and Critical Pedagogy . . . 181
Learning and Work . . . 181
The Nature and Development of Literacy . . . 182
Transformative Learning . . . 182
Women's Studies/Feminist Studies . . . 182

Research and Field Activities 184

Research and Development Centres

Centre for Applied Cognitive Science . . . 184
Centre for Franco-Ontarian Studies . . . 184
Centre de recherches en éducation franco-ontarienne . . . 185
Centre for Integrative Anti-Racism Studies . . . 185
Centre for Media and Culture in Education . . . 185
Centre for Studies in Science, Mathematics and Technology Education . . . 186
Centre for the Study of Education and Work . . . 186
Centre for Teacher Development . . . 186
Centre for Urban Schooling . . . 186
Centre for Women's Studies in Education . . . 187
Comparative, International, and Development Education Centre . . . 187
Dr. R. G. N. Laidlaw Research Centre . . . 187
Institute for Knowledge Innovation and Technology . 188
Modern Language Centre . . . 188
Transformative Learning Centre . . . 188

Field Centres

Midwestern Centre . . . 189
Northwestern Centre . . . 189
Trent Valley Centre . . . 189

Fees 190

Financial Support 193

Student Services and Facilities 198

OISE/UT Student Services and Facilities 198
Alumni Association . . . 198
Education Commons . . . 198
Graduate Students' Association (GSA) . . . 198
Indigenous Education Network (IEN) . . . 199
International Students' Association (ISA) . . . 199
Kidspace Daycare . . . 199
Student Services Office . . . 199
University-Wide Student Services and Facilities . . 200

Policies and Regulations 203

Academic Staff 205

Index 208

Important Notices

Applications/Admissions

OISE/UT cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2006/2007 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 190 – 192, are from the 2005/2006 schedule. The University reserves the right to alter the fees and other charges described in this ***Bulletin***.

Changes in Programs of Study and/or Courses

The programs of study that our ***Bulletin*** lists and describes are available for the year(s) to which the ***Bulletin*** applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 – 15). There are enrollment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with unsatisfied conditions of admission will not be permitted to select courses.

Enrollment Limitations

The University makes every reasonable effort to plan and control enrollment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrollment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrollment in the programs of study, courses, or sections listed in the ***Bulletin***, and to withdraw courses or sections for which enrollment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 30 – 31.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program of study in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Policies and Regulations

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). For full details, applicants and students are advised to consult the ***School of Graduate Studies Calendar*** or visit their Website **<www.sgs.utoronto.ca>**.

History and Function of OISE/UT

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

History

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers in Ontario. In 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College. In 1906, Faculties of Education were organized at the University of Toronto and at Queen's University to educate secondary teachers, following the recommendation of a Royal Commission that the education of teachers "is best performed where theory and practice can be made to supplement each other."

The Faculty of Education at the University of Toronto offered professional secondary school courses in pedagogy. The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory school in order to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education at Toronto was designated the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, the OCE was the sole institution in the province for the preparation of secondary school teachers. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. Its five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education, are members of Division II (Social Sciences) of the University's School of Graduate Studies.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE/UT developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE/UT

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

OISE/UT and SGS Administrative Officers (Partial List)

School of Graduate Studies

Susan Pfeiffer, Ph.D.
Dean

Sandra Acker, Ph.D.
Associate Dean, Division II (includes Education)

Heather Kelly, B.A., M.A.
Student Services Director

OISE/UT

Dean's Office

Jane S. Gaskell, Ed.D.
Dean

Glen A. Jones, Ph.D.
Associate Dean, Academic

Normand Labrie, Ph.D.
Associate Dean, Research and Graduate Studies

N. Carol Rolheiser, Ph.D.
Associate Dean, Teacher Education

Endowed Chairs

Carl Corter, Ph.D.
The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Marlene Scardamalia, Ph.D.
The Presidents' Chair in Education and Knowledge Technologies

Michael Skolnik, B.Phil.
The William G. Davis Chair in Community College Leadership

Canada Research Chairs

David Livingstone, Ph.D.
Canada Research Chair in Lifelong Learning and Work

Chris Moore, Ph.D.
Canada Research Chair in Social Cognitive Development

Karen Mundy, Ph.D.
Canada Research Chair in Global Governance and Comparative Educational Change

Keith Stanovich, Ph.D.
Canada Research Chair in Applied Cognitive Science

Rinaldo Walcott, Ph.D.
Canada Research Chair in Social Justice and Cultural Studies

Department Chairs

Lana Stermac, Ph.D.
Adult Education and Counselling Psychology (AECP)

Dennis Thiessen, Ph.D.
Curriculum, Teaching and Learning (CTL)

Janet W. Astington, Ph.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Jack Quarter, Ph.D.
Adult Education and Counselling Psychology (AECP)

Tara Goldstein, Ph.D.
Curriculum, Teaching and Learning (CTL)

Douglas McDougall, Ed.D.
Curriculum, Teaching and Learning (CTL)

Michele Peterson-Badali, Ph.D.
Human Development and Applied Psychology (HDAP)

Monica Heller, Ph.D.
Sociology and Equity Studies in Education (SESE)

Cecilia Morgan, Ph.D.
Theory and Policy Studies in Education (TPS)

Field Centre Heads

Wayne Seller, M.Ed.
Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

Lynne Hannay, Ph.D.
Midwestern Centre

John A. Ross, Ph.D.
Trent Valley Centre

Registrar's Office

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

TBA
Liaison Officer, Graduation

TBA
Liaison Officer, Admissions

Celia Correa, B.Sc., M.Sc., M.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECP, HDAP and CTL - M.T.)

Linda Pereira
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE, TPS and CTL - T.D.)

Advisory Board (as of September 2005)

• Representatives of Teacher Organizations

Ruth Baumann
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Roger Régimbal
Association des enseignantes et des enseignants franco-ontariens

Greg Pollock
Ontario English Catholic Teachers' Association

• Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education

Gerri Gershon
Trustee, Toronto District School Board

Bill Hogarth
Director of Education, York Region District School Board

• Representative of Colleges of Applied Arts and Technology

Robert Gordon
Humber College

• Representative of the Ministry of Education

TBA
Ministry of Education

• Representative of the Ministry of Training, Colleges and Universities

Bob Christie
Ministry of Training, Colleges and Universities

• Representatives of the Professional, Business and Labour Communities

Yvonne Chiu
University of Toronto (Scarborough)

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chair, Torstar and Chair, Allelix

Kenneth Lalonde
Executive Vice-President, CIBC

Monique Landry-Sabourin
P. & M. Sabourin Translation Services

Penny Milton
CEO, Canadian Education Association

Jamie Toguri
Native Child and Family Services of Toronto

James Turk
Executive Director, Canadian Association of University Teachers

• OISE/UT Alumni

Inez Elliston
OISE/UT Alumni Association

• Representatives of the Internal Community

Blair Mascall
Faculty

Kim Holman
Staff

Meredith Lordan
Student

Jane S. Gaskell (Ex Officio)
Dean

Alister Cumming (Ex Officio)
Chair, Faculty Council

• Decanal Appointments

Glen Jones
Associate Dean, Academic, OISE/UT

Normand Labrie
Associate Dean, Research and Graduate Studies, OISE/UT

Carol Rolheiser
Associate Dean, Teacher Education, OISE/UT

Carolyn Tuohy
Vice-President - Government and Institutional Relations, University of Toronto

Sessional Dates and Deadlines

Please note the following:

- ✦ The **Academic Year** is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ✦ Each department may also have deadlines related to these general Sessional Dates and Deadlines.
- ✦ University policy states that the first day of classes in the September session in all teaching divisions should not be scheduled on the first and second days of Rosh Hashanah (from 1 1/2 hours before sunset on Friday, September 22, 2006 to about 1 1/2 hours after sunset on Sunday, September 24, 2006) or on Yom Kippur (from about 1 1/2 hours before sunset on Sunday, October 1, 2006 to about 1 1/2 hours after sunset on Monday, October 2, 2006).

2006

January 9	Lectures begin for the 2006 Winter Session
January 10	Grade submission date for the 2005 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 10	Deadline for SDF designation for 2005 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 13	Deadline for registration for students beginning their programs in the 2006 Winter Session. After this date a late registration fee will be charged
January 13	Final date to request a deferral of admission from the 2006 Winter Session to the 2007 Winter Session
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2005 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 24	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
January 27	Deadline for adding 2006 Winter Session courses
March 3	Deadline for withdrawing from the 2006 Winter Session and full-year courses without academic penalty

2006 continued

March 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
March 13-17	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 15	Deadline for Master's students to indicate on ROSI their intent to graduate in June if **all** degree requirements, comprehensives and/or research will be completed in the 2006 Winter Session
March 20-24	Course selection information will be available for continuing students, for the 2006 Summer Session, 2006 Fall Session **and** the 2007 Winter Session
April 7	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2006 Summer Session, first term
April 13	Last day of 2006 Winter Session and full-year lectures
April 14	Good Friday (University closed)
April 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2006 Summer Session, first term courses
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 21	Deadline for adding 2006 Summer Session courses (May – June & May – August) **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
April 25	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2006 Summer Session, the 2006 Fall Session and the 2007 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
May 1	Lectures begin for the 2006 Summer Session, first term
May 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2006 Summer Session, second term, **and** the 2006 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
May 5	Deadline for registration for 2006 Summer Session courses which begin in May
May 12	Deadline for registration for 2006 Summer Session Independent Study and Research
May 12	Deadline for adding 2006 Summer Session courses which begin in May
May 16	Grade submission date for 2006 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date

2006 continued

May 16	Deadline for SDF designation for 2005 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 22	Victoria Day (University closed)
June 2	Deadline for dropping 2006 Summer Session, first term courses
June 2	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2006 Summer Session, second term
June 9	Deadline for adding 2006 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 9	Last day of 2006 Summer Session, first term lectures
June 9	Spring Convocation - M.A., Ph.D. (10:00 am)
June 12	Spring Convocation - M.Ed., Ed.D. (2:30 pm)
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2006 Summer Session, second term courses
June 23	Spring Convocation - M.A.(T), M.T. (10:00 am)
June 30	Deadline for dropping 2006 Summer Session, May to August courses
June 30	Deadline for adding 2006 Summer Session, second term courses
July 3	Canada Day (University closed)
July 4	Lectures begin for the 2006 Summer Session, second term
July 7	Deadline for registration, without late fee, for 2006 Summer Session, second term
July 7	Final date to request a deferral of admission from the 2006 Summer Session to the 2007 Summer Session
July 15	Deadline for Master's students to indicate on ROSI their intent to graduate in the Fall if **all** degree requirements will be completed in the 2006 Summer Session
July 25	Grade submission date for 2006 Summer Session, **first term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date
July 28	Deadline for dropping 2006 Summer Session, second term courses
July 31	Deadline for adding 2006 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 4	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2006 Fall Session
August 7	Civic Holiday (University closed)
August 14	Last day of 2006 Summer Session, second term lectures
August 31	Recommended date for payment of fees for the 2006/2007 academic year

2006 continued

September 4	Labour Day (University closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2006 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 11	Lectures begin for the 2006 Fall Session and full-year courses
September 12	Grade submission date for 2006 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date
September 12	Deadline for SDF designation for 2006 Winter Session courses to be changed to a regular grade, an INC or a failing grade
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 15	Deadline for 2006/2007 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 15	Final date to request a deferral of admission from the 2006 Fall Session to the 2007 Fall Session
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
September 26	Deadline for students whose degrees are to be conferred at Fall Convocation to submit the final Ph.D. or Ed.D. thesis
October 6	Deadline for adding 2006 Fall Session and full-year courses
October 6	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
October 9	Thanksgiving Day (University closed)
November 1	Final date to request a change of start date from the 2006 Summer Session or the 2006 Fall Session to the 2007 Winter Session
November 3	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to the 2007 Winter Session
November 3	Deadline for withdrawing from 2006 Fall Session courses without academic penalty
November TBA	Fall Convocation - Ed.D., M.Ed., M.A.(T), M.T.
November TBA	Fall Convocation - Ph.D., M.A.
December 1	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Summer Session, the 2007 Fall Session and the 2008 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support

2006 continued

December 1	Deadline for receipt of applications for a 2007 Fall Session and 2008 Winter Session Graduate Assistantship (for full-time study only)
December 1	Last day of lectures for the 2006 Fall Session
December 11	Deadline for adding 2007 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for Master's students to indicate on ROSI their intent to graduate in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2006 Fall Session
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2007 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 22 - January 3	University closed

2007

January 8	Lectures begin for the 2007 Winter Session
January 12	Deadline for registration for students beginning their programs in the 2007 Winter Session. After this date a late registration fee will be charged
January 12	Final date to request a deferral of admission from the 2007 Winter Session to the 2008 Winter Session
January 16	Grade submission date for the 2006 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 16	Deadline for SDF designation for 2006 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2006 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 19	Deadline for adding 2007 Winter Session courses
January 26	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
March 2	Deadline for withdrawing from the 2007 Winter Session and full-year courses without academic penalty

2007 continued

March 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
March 12-16	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 15	Deadline for Master's students to indicate on ROSI their intent to graduate in June if **all** degree requirements, comprehensives and/or research will be completed in the 2007 Winter Session
March 19-23	Course selection information will be available for continuing students, for the 2007 Summer Session, 2007 Fall Session **and** the 2008 Winter Session
April 5	Last day of 2007 Winter Session and full-year lectures
April 6	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Summer Session, first term
April 6	Good Friday (University closed)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 27	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2007 Summer Session, the 2007 Fall Session and the 2008 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
May 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Summer Session, second term, **and** the 2007 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
May 15	Grade submission date for 2007 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 15	Deadline for SDF designation for 2006 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 21	Victoria Day (University closed)
June 1	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Summer Session, second term
June TBA	Spring Convocation

General Information

Travaux et Théses en Français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la page 180 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counselling

D. Schugurensky

Département de curriculum, d'enseignement et d'apprentissage

N. Bélanger, A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, N. Labrie, S. Lapkin, R. S. McLean, M. K. Swain, D.N. Wilson

Département du développement humain et de psychologie appliquée

M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation

N. Bélanger, M. Eichler, D. Farmer, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation

S.E. Anderson, D. Haché

Voir la section *Interdepartmental Research Area* pour une description des cours en français, sous la rubrique "Études en français" à la page 180.

Course Selection for Continuing M.A., M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2006 Summer Session, the 2006 Fall Session and the 2007 Winter Session will be available near the end of March 2006 at **<www.ro.oise.utoronto.ca>**.

Students should select courses before April 30 by using the Web service at **<www.rosi.utoronto.ca>**

NOTES:

1) For courses which require the instructor's approval or which are extra to your program of study, return the completed course Add/Drop Form to the Registrar's Office, Graduate Studies Registration Unit.

2) Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

3) If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrollment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2006 Fall Session and the 2007 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) Two half-courses in each of the two sessions

b) Four half-courses which run for both the Fall and Winter Sessions

c) Two full courses which run for both the Fall and Winter Sessions

OR

d) Where scheduling necessitates, two half-courses which run for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

All Ph.D. candidates, and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

OISE/UT offers off-campus sections of some courses. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Application Procedures

Applicants may contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 184 - 189). Application information and forms are available at **<www.ro.oise.utoronto.ca>**.

NOTE: Application procedures are the same for all students (see pages 28 - 32).

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 35 - 169.

Students who have selected off-campus sections of courses by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. **Students are urged to select courses by the deadline. Courses may be cancelled if enrollment is low.**

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students who have already been admitted to a degree program will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions, i.e., September to December and January to April in the same academic year

OR

b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

Flexible-time Ph.D.

Flexible-time Ph.D. degree programs are offered in Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, Higher Education and Second Language Education, Sociology and Equity Studies, and differ from the regular full-time Ph.D. degree programs in design, delivery, and funding. Consult page 27, and the departmental sections, on pages 35 - 169 for further details.

Dual Registration for M.A. and Ph.D. Candidates

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE/UT.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's degree program.

NOTE: Only the appropriate Ph.D. fees will be charged.

d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Courses completed during the period of dual registration will be credited to the master's degree.

Students who are not recommended for the master's degree by the deadline and whose enrollment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. degree program.

Transfer Credit

Candidates who have completed graduate courses beyond that required for admission to an OISE/UT degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required.

Transfer Between Programs

M.A. and M.Ed. candidacy is not normally interchangeable. Similarly, the two doctoral degree programs, Ph.D. and Ed.D., are distinct in design and orientation and **candidacy is not normally interchangeable.** It is therefore most important for applicants to give serious consideration to their choice of program.

NOTE: Students from other University of Toronto departments/programs may request transfers to OISE/UT departments/programs.

Continuity of Registration

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been completed.

NOTE: Flexible-time Ph.D. students may request permission to continue as part-time students at the end of the minimum period of full-time study.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

NOTE: M.Ed. students registered in Option IV are exempt from the above requirement.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter session **before they are past the 'minimum period of registration' or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer session, a change to part-time status must have been made in the previous Winter session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the summer session does not affect a student's status in the following Fall/Winter session.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed. Failure to register as required will cause a student's candidacy to lapse.

Leave of Absence

Graduate Students whose programs require continuous registration may apply to the OISE/UT Registrar's Office Graduate Studies Registration Unit for a one-session to three-session leave during their program of study for:

- serious health or personal problems which temporarily make it impossible to continue in the program, or
- parental leave by either parent at the time of pregnancy, birth or adoption, and/or to provide full-time care during the child's first year. Parental leave must be completed within twelve months of the date of birth or custody. Where both parents are graduate students taking leave, the combined total number of sessions may not exceed four.

Once on leave, students will neither be registered nor will they be required to pay fees for this period. In general, students on leave may not make demands upon the resources of the University, attend courses or expect advice from their supervisor. As an exception, students on leave for parental or serious heath reasons who wish to consult with their supervisor or other faculty are advised to make special arrangements through their department. Students on leave will not be eligible to receive University of Toronto fellowships support. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for a leave by completing the Leave Request Form and submitting it to the OISE/UT Registrar's Office. The termination date of the degree program will be extended by the duration of the leave taken, i.e., one, two, or three sessions as appropriate. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. Normally the start and finish of the leave would coincide with the start and end of a session.

Leave requests that do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

Course Changes and Course Completion

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 10 – 15. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 15. These dates are mandatory. They represent the dates on which the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTES:

1) Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered.

2) Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Registration Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at **<www.rosi.utoronto.ca>**. Please refer to the Sessional Dates in this ***Bulletin*** for further information.

Transcripts

Requests for transcripts of academic records, with the exceptions listed below, should be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre (UTTC)
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: **www.rosi.utoronto.ca**

Exceptions

The Additional Qualification Program for Educators (including Principals' Qualification Program)

Requests for transcripts should be made to:
The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
OR 1-800-443-7612
Fax: 416-923-7834

Requests for transcripts for the following programs should be made directly to the respective division.

School of Continuing Studies
Toronto School of Theology
Woodsworth College Pre-University Program

At the time of printing this ***Bulletin***, the charge for a transcript is $10.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 192 and 204.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Criminal Record Report

School Board Requirements

The Child Study and Education two-year program and the Master of Teaching in Elementary and Intermediate Education program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory criminal background check prior to having direct contact with students.

Without a satisfactory criminal record report the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
E-mail: oesc-cseo@opsba.org
Website: **www.oesc-cseo.org**

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of criminal record reports and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a criminal record report which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800

Definitions

AQ: Additional Qualifications for Educators
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

Minimum Admission and Degree Requirements

OISE/UT conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

- Master of Education (M.Ed.)
- Master of Arts (M.A.)
- Master of Teaching (M.T.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 28 - 32.

Following is an outline of the **minimum** admission, program of study and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs of study.

Applicants who hold professionally-oriented or applied degrees, and who wish to pursue graduate degrees in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Master of Education (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate University of Toronto degree.

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program and may increase the degree fee.

The minimum requirements for the M.Ed. degree are as follows:

a) While in some OISE/UT departments additional requirements have been established, in keeping with their department's requirement, students must undertake one of the following options to complete their degree. Not all Options are available in all departments.

- ✦ **Option I - Coursework and Comprehensive Requirement:** ten half-courses plus a comprehensive examination/requirement.
- ✦ **Option II - Research Project:** eight half-courses plus a research project or a Major Research Paper.
- ✦ **Option III - Thesis:** six half-courses plus a thesis.
- ✦ **Option IV - Coursework only:** ten half-courses

The M.Ed. degree requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

b) Full-time study, though desirable, is not required.

c) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

M.Ed. students registered in Option IV are exempt from the above requirement.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter session **before they are past the "minimum period of registration" or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made in the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.**

M.Ed. students registered in Option IV are exempt from the above requirement.

e) All requirements for the degree must be satisfactorily completed **within six years** of first enrollment.

f) **Candidates must indicate their intent to graduate on ROSI**. Those completing their program of study, including the comprehensive or the research requirement, in one of the sessions shown below must indicate their intent to graduate during the period listed and will receive their diplomas at the relevant convocation ceremony:

- ✦ **Summer Session completion - June 1 to July 15** Candidates will receive their diploma at the Fall Convocation ceremony.
- ✦ **Fall Session completion - Nov. 1 to Dec. 15** Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- ✦ **Winter Session completion - Feb. 1 to Mar. 15** Candidates will receive their diploma at the Spring Convocation ceremony.

Master of Arts (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

Regulations concerning the M.A. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs of study comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education and Community Development, Curriculum, Educational Administration, and Higher Education are generally one-year programs of study comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program. Consult departmental information for full details, pages 35 - 169.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to an appropriate University of Toronto degree.

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. at OISE/UT are as follows:

a) **A one-year degree program** comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.

b) Candidates admitted to an extended program of study **(one and one-half years)** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

c) Candidates admitted to a **two-year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. candidates, with the exception of the Child Study and Education Programs which do not require a thesis, must have their thesis committees officially formed as follows:

✦ **if studying full-time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;

✦ **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information for full details, pages 35 - 169.

f) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter session **before they are past the "minimum period of registration" or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made in the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrollment for candidates admitted to one-year (six or eight half-course) degree programs and **within six years** of first enrollment for candidates admitted to one and one-half- year (ten half-course) or two-year (twelve half-course) degree programs.

Master of Teaching (M.T.)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.
(See pages 84 - 86 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

At the discretion of OISE/UT, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to an appropriate University of Toronto degree.

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

Applicants normally must:

a) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Be interviewed by a panel of faculty, teachers and students.

NOTE: Given the limited number of students in this degree program, not all eligible applicants can be interviewed or admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

NOTE: In addition, a criminal record report is required for certification by the Ontario College of Teachers. See page 20 for further information.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advance standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Doctor of Education (Ed.D.)

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study in various fields of specialization, see the appropriate departmental sections, pages 35 - 169.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 35 - 169.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 35 - 169.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following and who are undertaking their required period of full-time study in the Summer Session:

- ✦ **The Ed.D. in Higher Education** in the Higher Education Program
- ✦ **The Ed.D. for Community College Leaders** in the Higher Education Program

b) In most degree programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 35 - 169).

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course Ed.D. degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. degree must be completed **within six years** of first enrollment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice.

Regulations concerning the Ph.D. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years. **Please also see the section on page 27 regarding the flexible-time Ph.D.**

NOTE: Transfer to the flexible-time Ph.D. is not normally permitted.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalency. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 35 - 169.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

b) Holders of master's degrees other than the OISE/UT M.A. in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in an OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral degree program. Please consult the ***OISE/UT Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

Degree Requirements

Applicants must declare their choice of OISE/UT department, degree, program and field at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a '**Leave of Absence Form**' requesting the leave and outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the degree program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field of specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same field of specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must have an approved thesis topic, supervisor and an approved thesis committee by the end the third year of registration.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE/UT Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students who do not have an active candidacy will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ph.D. degree program must be completed **within six years** of first enrollment as a Ph.D. candidate.

Flexible-time Ph.D. Degree Programs

The Ph.D. programs in Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, Higher Education, Second Language Education, and Sociology and Equity Studies may be undertaken on a "flexible-time" basis. The flexible-time program is intended for practicing professionals who can demonstrate that their employment or other professional work is related to their intended field of study and research interests. The flexible-time Ph.D. differs from the full-time Ph.D. in design, delivery and funding. All requirements for the flexible-time Ph.D. are the same as those for the full-time Ph.D. Students who are considering the flexible-time Ph.D. should ensure that they will have adequate time on campus to attend classes and to fulfill the academic requirements of a Ph.D. program. Students must register full-time for the first four years of the flexible-time program, and may be part-time thereafter, with their Department's approval.

Students admitted to a flexible-time Ph.D. program are not eligible for an OISE/UT Graduate Assistantship or the Graduate Guaranteed Funding Package, nor can they transfer to the full-time Ph.D. Graduate Guaranteed Funded cohort at a later date. Applicants interested in a flexible-time Ph.D. program must review the relevant information in the current SGS Calendar, available at **<www.sgs.utoronto.ca>**.

Special Students

Special Students must submit an application for admission for each academic year of study. Effective September 2005 and subject to approval, courses taken as a Special Student may count for up to one full course (or equivalent) or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant may not apply for admission to a degree program at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

Although based on the Web (including the University of Toronto, School of Graduate Studies on-line application system), the OISE/UT graduate studies application is a self-administered application. Applicants are required to gather all relevant documentation and submit it together with completed (signed and dated) application forms – all in hardcopy to the Registrar's Office, Graduate Studies Admissions Unit. An application should not be submitted to an academic department or to the University of Toronto, School of Graduate Studies.

It is essential to include two copies of each item (with the exception of the sample of written work). The University of Toronto, School of Graduate Studies on-line applications system generates an Application Checklist; it is for reference only and there is no need to submit it.

- **Complete applications** will be processed upon receipt.
- **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

All documents submitted in support of an application become and remain the property of the University of Toronto and are not returnable or transferable.

2. Information About Applying

For application information and forms, visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further information, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application package as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 1, 2005,** for registration in the 2006/2007 academic year. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support.
If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 3, 2006	for 2006 Summer Session First Term (May)
May 5, 2006	for 2006 Summer Session Second Term (July)
May 5, 2006	for 2006 Fall Session (September)
October 6, 2006	for 2007 Winter Session (January)

NOTE: The deadline for application for the 2007/2008 academic year will be December 1, 2006.

4. Non-refundable Application Fee Plus Non-refundable Supplementary Fee

All applicants (excluding those currently registered in an OISE/UT master's program and continuing into an OISE/UT doctoral program) must pay the Non-refundable Application Fee plus the Non-refundable Supplementary Fee. For former OISE/UT students with no current registration (e.g. inactive/incomplete program, degree conferred), the Application Fee and Supplementary Fee are applicable.

There are no refunds, exemptions or deferrals of the Application Fee or Supplementary Fee. A single Application Fee plus a single Supplementary Fee is applicable even if applying to more than one OISE/UT program of study.

NOTE: For 2006/2007 the Application Fee is $90 (Canadian) and the Supplementary Fee is $70 (Canadian) for a total $160. Fees are subject to change for 2007/2008.

Payment of the Application Fee and Supplementary Fee must be received before an application will be considered. Applicants are encouraged to pay on-line (VISA, Mastercard) via the University of Toronto, School of Graduate Studies on-line application system.

Applicants currently registered in an OISE/UT master's program and applying to an OISE/UT doctoral program, are not required to pay the Application Fee or Supplementary Fee. Such applicants must apply for a fee waiver; verification of current registration status is necessary prior to approving a waiver of the application fee and supplementary fee. Note that if applicants choose to pay the application fee and supplementary fee, a request for a waiver at a later time will not be granted.

5. Supporting Documentation

Applicants are required to gather all relevant documentation and submit it together with completed, hardcopy (signed and dated) application for admission forms (generated via the University of Toronto, School of Graduate Studies on-line application system).

In exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to the OISE/UT Registrar's Office. All documents sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Further, the University of Toronto, School of Graduate Studies on-line application system assigns an Applicant Number; if submitting supporting documents separate from application for admission forms, this reference number must be included. If documents are not correctly identified, there will be a delay in processing, or the documents may not be received.

All documents submitted in support of your application become and remain the property of the University of Toronto and are not returnable or transferable.

a) Transcripts

Two official transcripts of an academic record from each and every university attended must be included in an application. University study includes degree programs, pre- and post-degree courses (even a single course), and professional development (e.g. Additional Qualification Courses for Educators). If applying to a doctoral program, official transcripts pertaining to both bachelor's and master's degrees must be submitted.

Official transcripts are transcripts received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Applicants must make arrangements to have official transcripts sent to them and then include them in the issuing institution's unopened envelope(s) as part of an application. Transcripts must be received in our office in a sealed envelope, signed/stamped by the issuing institution. Do not open the envelope. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, or electronically transmitted transcripts will not be considered official.

Official English language translations must accompany all non-Canadian documentation not written in English. An official translation is one received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from an accredited Translation Service.

b) Letters of Reference

A minimum of **two** supporting letters of reference, one academic and one professional, must be included in an application.

Some degree programs require additional letters of reference. Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom the applicant has studied. The professional reference should be from a referee who is familiar with the applicant's professional work and promise.

c) Résumé

Two copies of your up-to-date résumé or curriculum vitae must be included in your application.

The résumé should detail employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a Statement of Intent (also known as a plan of study) must be included in an application. The Statement of Intent should detail study and/or research interests, career goals and reasons for seeking admission. Applicants may also wish to identify OISE/UT faculty members with whom they are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

e) 'Other' Documentation

Some departments or programs require additional supporting documentation. **Two** copies of all 'other' supporting documentation must be included in an application (with the exception of the sample of written work). Refer to the relevant departmental section(s) in the OISE/UT ***Bulletin*** for further information. For example:

- Applicants to the School and Clinical Child Psychology Program are requested to submit an additional academic letter of recommendation.
- Applicants to some M.Ed. or Ed.D. degree programs are required to submit documents attesting to teacher education and certification.

- Applicants to the Department of Sociology and Equity Studies in Education are required to submit a sample of their written work in the area of the social sciences.
- Applicants to the Higher Education program (excluding M.Ed. degree) are required to submit a sample of their written work
- Applicants to the two-year Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program are required to submit a photocopy of a Canadian birth certificate or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.

  NOTE: In addition, a criminal record report is required for certification by the Ontario College of Teachers. See page 20 for further information.

6. English Language Facility

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language facility as part of a complete application for admission. When evidence of English language facility is required, an Offer of Admission will not be issued until the requirement is fully satisfied. In addition, because available spaces in a program are limited a department may not reserve an offer of admission if the English language requirement is not satisfied at the time of application.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official. Test scores are valid for two years from the date of testing.

✦ Test of English as a Foreign Language (TOEFL)

Educational Testing Service, P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.
Telephone: 1-877-863-3546 or 609-771-7100
E-mail: toefl@ets.org
Website: **www.toefl.org**

Presently, the TOEFL is offered in **three** formats:
paper-based, on which a minimum total score of 580 is required (must include the Test of Written English component with a minimum score of 5.0)
OR
computer-based, on which a minimum total score of 237 is required (with a minimum score of 5.0 on the Essay Rating component)
OR
internet-based, on which a minimum overall score of 93/120 is required (with a minimum score of 22/30 for both the Writing and Speaking components)

The OISE/UT "Institution Code" is 0982.

✦ Michigan English Language Assessment Battery (MELAB)

English Language Institute, MELAB Office
University of Michigan, TCF Building
401 East Liberty, Suite 350
Ann Arbor, Michigan
48104-2298, U.S.A.
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: **www.lsa.umich.edu/eli/melab.htm**
OR
The Toronto MELAB Test Centre
University of Toronto, New College
21 Classic Avenue
Toronto, Ontario M5S 2Z3
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: **www.library.utoronto.ca/melab**

The minimum MELAB score required is 85.

✦ International English Language Testing System (IELTS)

University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
E-mail: ielts@ucles.org.uk
Website: **www.ielts.org**

The minimum IELTS score required is 7.0.

✦ The Certificate of Proficiency in English (COPE)

COPE Testing Limited
283 Danforth Avenue
P.O. Box 462
Toronto, Ontario M4K 1N2
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: **www.copetest.com**

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component).

✦ The University of Toronto, School of Continuing Studies, English Language Program, Academic Preparation Course
252 Bloor Street West, Room 4-106
Toronto, Ontario M5S 1V6
Telephone: 416-978-5104
E-mail: scs.esl@utoronto.ca
Website: **www.learn.utoronto.ca/uoft/esl**

The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course completed at level 60 (Advanced) with a grade of at least 'B' is required.

7. Graduate Assistantships

OISE/UT Graduate Assistantships are available for full-time registration only, within any program of study. Application forms must be received by December 1 prior to the academic year for which the application is being submitted.

For more information on OISE/UT Graduate Assistantships contact:
OISE/UT Student Services Office
252 Bloor Street West, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
E-mail: gradfinasst@oise.utoronto.ca
Website: **www.oise.utoronto.ca/studentservices**

NOTE: The University of Toronto is unable to provide adequate financial assistance to International Students (students who are neither Canadian Citizens nor Permanent Residents). If an International Student is not awarded a funding package at the time of admission, there are negligible opportunities for financial assistance thereafter as a continuing student. International Students should carefully and thoughtfully consider the serious financial implications of being an OISE/UT graduate student. It is very unfortunate when a student cannot continue in their program of study due to financial hardship. See pages 193 - 197 for information on graduate student financial support. Also see pages 190 and 191 for information on International Student Fees.

8. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

9. Deferrals

✦ Deferral of Admission

Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for the 2006 Fall Session but is not able to begin the program until the 2007 Fall Session, the student's request for deferral must be received no later than September 15, 2006. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new university-level study completed in the interim period.

Applicants whose requests for deferral of admission have been approved and who have been awarded an OISE/UT Graduate Assistantship may not defer the award to the next academic year, unless the offer of admission is within the guaranteed funding cohort. OISE/UT Graduate Assistantship applications are available in September for the following academic year.

✦ Delay to the Winter Session

Some degree programs permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration in the program, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered.

Applicants who have been awarded an OISE/UT Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students must submit an application for admission for each academic year of study. Effective September 2005 and subject to approval, courses taken as a Special Student may count for up to one full course (or equivalent) or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enroll in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 21 - 27.

Part-Time Study

Students wishing to take one or two graduate courses outside of a current degree program are admitted as part-time Special Students.

Those accepted with standing lower than a University of Toronto **mid-B** may not apply for admission to a degree program at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE/UT's five departments - their programs, fields, courses and faculty. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

Summary of OISE/UT's Departments, Programs and Fields

NOTE: Applicants select a program of study in the following sequence: Department, Program, and Field (if applicable).

Adult Education and Counselling Psychology

1) Adult Education and Community Development Program
2) Counselling Psychology Program
   Fields: *a) For Community and Educational Settings*
   b) For Psychology Specialists
   c) Guidance and Counselling

Curriculum, Teaching and Learning

1) Curriculum Studies and Teacher Development Program
2) Master of Teaching in Elementary and Intermediate Education Program (P/J & J/I)
3) Second Language Education Program

Human Development and Applied Psychology

1) Child Study and Education Program
2) Developmental Psychology and Education Program
3) School and Clinical Child Psychology Program

Sociology and Equity Studies in Education

1) Sociology in Education Program

Theory and Policy Studies in Education

1) Educational Administration Program
2) Higher Education Program
   Fields: *a) Health Professional Education*
3) History and Philosophy of Education Program
   Fields: *a) History of Education*
   b) Philosophy of Education

Collaborative Programs

OISE/UT also participates is several Collaborative Programs. Please see pages 170 - 178 for more information.

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the course number. Full courses are identified by a **Y** after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to the 1998 Summer Session, OISE/UT graduate courses were prefixed with EDT.

AEC: Adult Education and Counselling Psychology
CTL: Curriculum, Teaching and Learning
HDP: Human Development and Applied Psychology
SES: Sociology and Equity Studies in Education
TPS: Theory and Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix, or by a three-prefix code of **CIE**.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Studies and Teacher Development Program, CTL1000 to 1799 series refers to master's level courses; CTL1800 to 1999 series refers to doctoral level courses, etc.

Research Methodology Courses

OISE/UT has a great deal of expertise in the area of qualitative, quantitative and mixed research methodology. We offer a wide variety of research methodology courses through our various programs that range from introductory to advanced levels. We also offer courses that are specific to a particular topic or discipline. Many programs require students to take one or more methodology courses to complete their program of study. It is the student's responsibility to understand the requirements for their program. In some cases, it may be possible to take a research methodology course in another program or department to fulfill their program requirements but students should consult with their supervisor or program advisor before enrolling in any course outside of their program. Research methodology courses are flagged by an **[RM]** in the courses listed for each program.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE/UT's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's home department and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 15.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in regular course offerings.

Adult Education and Counselling Psychology (AECP)

The Department of Adult Education and Counselling Psychology consists of two distinct programs:

- **Adult Education and Community Development**
- **Counselling Psychology**

Each program offers the following degrees: M.Ed., M.A., Ed.D. and Ph.D. In the Counselling Psychology Program the M.A. and Ph.D. degrees lead to eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario. The M.Ed. degree provides the basic preparation for Certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association.

The Adult Education and Community Development Program also offers a Certificate in Adult Education for those whose academic preparation makes them ineligible for graduate accreditation programs. In addition, there is a Certificate in Adult Training and Development for those with an interest in that area. The Counselling Psychology Program offers a Certificate of Completion in Cognitive Behavioural Therapy.

The Department is also involved in several graduate collaborative programs (page 40) as well as the Initial Teacher Education program (page 40).

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Susan Hall, Graduate Program Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Adult Education and Community Development Program

Nancy Jackson, Program Coordinator
Telephone: 416-923-6641 ext. 2440
E-mail: njackson@oise.utoronto.ca

Counselling Psychology Program

Roy Gillis, Program Coordinator (2006/2007)
Telephone: 416-923-6641 ext.2387
E-mail: jgillis@oise.utoronto.ca

Jeanne Watson, Program Coordinator (2005/2006 - Winter session)
Telephone: 416-923-6641 ext. 2555
E-mail: jewatson@oise.utoronto.ca

Mary-Alice Guttman, Program Coordinator (2005/2006 - Fall session)
Telephone: 416-923-6641 ext. 2551
E-mail: maguttman@oise.utoronto.ca

Chair of the Department

Lana Stermac, Ph.D. (Toronto)
Professor
lstermac@oise.utoronto.ca

Associate Chair of the Department

Jack Quarter, Ph.D. (Toronto)
Professor
jquarter@oise.utoronto.ca

Adult Education and Community Development Program

✦ Faculty

Eileen Antone, Ed.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program, University of Toronto
(First Nations Education and Indigenous Studies)
eantone@oise.utoronto.ca

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
Professor
(teacher development; teacher education; qualitative research methods; arts-informed research methods; Alzheimer disease and caregiving)
acole@oise.utoronto.ca

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum, Teaching and Learning
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)
jfarrell@oise.utoronto.ca

Anne Goodman, Ph.D. (OISE/UT)
Assistant Professor
(transformative learning; paradigmatic approaches to globalization; ecological education; community-based approaches to peace, reconciliation and social change; spirituality and education; alternative ways of knowing, including African and Aboriginal perspectives)
agoodman@oise.utoronto.ca

Nancy S. Jackson, Ph.D. (British Columbia)
Associate Professor
(workplace learning theory, policy and praxis; social organization of skill/working knowledge; cultural studies of working life; labour and gendered perspectives on work and learning; adult literacy; social practice approaches to literacy theory and practice; critical, ethnographic, institutional and participatory research methodologies)
njackson@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Professor
(creative inquiry through forms of qualitative research [especially arts-informed research, reflexive inquiry and life history, personal history/autobiography and ethnography]; personal and professional learning; environmental and outdoor education as well as sense-of-place studies [including ecological identity]; education/school architecture; alternative and home education [including parental involvement in schools and education]; community involvement in education; teacher development and education [especially personal history influences on teaching practices, alternative models of preservice teacher education, and adult oriented pedagogies])
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Associate Professor
(workplace redesign, renewal and change management; organizational learning across sectors; work team development and transformative leadership; action research for organizational change; experiential and self-directed adult education; on-line informal learning through communities of practice in the workplace)
mlaiken@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed from Sociology and Equity Studies in Education
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
Professor
(social movement learning; critical feminist and anti-colonial theory and analysis; critical theory; globalization and local & global resistance; community education, development and change)
amiles@oise.utoronto.ca

Kiran Mirchandani, Ph.D. (McGill)
Associate Professor
(gendered/racialized processes in work settings; critical perspectives on organizational development and learning; globalization and economic restructuring)
kmirchandani@oise.utoronto.ca

Shahrzad Mojab, Ph.D. (Illinois)
Associate Professor
(equity and diversity in the workplace; educational policy studies; critical feminism and anti-racism pedagogy; comparative and international adult education; lifelong learning policy; women, war and learning; war and education)
smojab@oise.utoronto.ca

Karen Mundy, Ph.D. (Toronto)
Associate Professor and Canada Research Chair in Global Governance and Comparative Educational Change
(international and comparative education; sociology of education, education policy in developing countries; education in Africa; literacy and adult education; global governance in education)
kmundy@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed to Sociology and Equity Studies in Education and Theory and Policy Studies in Education
(feminist, anti-racist, anti-colonial studies; immigrant women; work restructuring and globalization; gender, race and class analysis; health, body and embodied learning based in eastern philosophical traditions; social movement learning;

integrative approaches to equity in education; feminist and qualitative research including feminist research and institutional ethnography)
rng@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, Associate Chair, cross-appointed to Sociology and Equity Studies in Education
(nonprofits and co-operatives within a social economy framework; Projects: measuring volunteer value; social investment of labour-based pension funds, with a focus on labour education; the conversion of public housing to co-operatives; Interests: the intersection between labour studies and adult education; community development and workplace and economic democracy)
jquarter@oise.utoronto.ca

Jean-Paul Restoule, Ph.D. (Toronto)
Assistant Professor
(Aboriginal education, indigenous knowledge, ethics and methodologies, media and cultural representation, cultural studies, cultural identity development)
jrestoule@oise.utoronto.ca

Daniel Schugurensky, Ph.D. (Alberta)
Associate Professor
(adult education history, policy and theory; popular education; citizenship education; participatory democracy; political learning and civic engagement of immigrants; informal learning of volunteer workers; comparative education; political economy of education, with a focus on Latin America)
dschugurensky@oise.utoronto.ca

Jennifer Sumner, Ph.D. (Guelph)
Assistant Professor
(critical pedagogy; environmental adult education; sustainability; globalization; rural communities; and organic agriculture)
jsumner@oise.utoronto.ca

✦ Associated Instructors

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change
dabbeylivingston@oise.utoronto.ca

MaryAnn Archer, Ed.D. (Toronto)
Organizational development consultant
marcher@nxknowledge.com

Isla Carmichael, Ph.D. (Toronto)
Senior Researcher and Educator, Ontario Public Service Employees' Union; Negotiator; strategic policy, rights at work, workplace and organization democracy
icarmichael@opseu.org

Margaret Fisher, Ed.D. (Toronto)
Adult educator and marriage/family therapist
Email: mfisher@kingston.net

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs-assessment, training and performance technology; consulting theory and practice
hmayer@oise.utoronto.ca

Maura McIntyre, Ed.D. (Toronto)
SSHRC Post Doctoral Visitor
mmcintyre@oise.utoronto.ca

Betty Jane Richmond, Ph.D. (Toronto)
Manager of Evaluation and Research, Trillium Foundation
bjrichmond678@aol.com

Malcolm J. Stewart, Ph.D. (Toronto)
Sessional Instructor, York University, Teacher of social policy
mstewart@yorku.ca

Suzanne Thomas, Ph.D. (Toronto)
SSHRC Post-Doctoral Visitor
suzannethomas@oise.utoronto.ca

Professors Emeriti

Peter Gamlin, Ph.D. (Cornell)
David Hunt, Ph.D. (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Solveiga Miezitis, Ph.D. (Toronto)
Edmund V. O'Sullivan, Ph.D. (Syracuse)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦ Faculty

Charles P. Chen, Ph.D. (British Columbia)
Associate Professor
(life career development; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita-philosophy-based career counselling techniques)
cpchen@oise.utoronto.ca

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
jgillis@oise.utoronto.ca

Mary Alice Julius Guttman, Ph.D. (Wisconsin)
Professor
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling; qualitative research)
maguttman@oise.utoronto.ca

Nina Josefowitz, Ph.D. (Toronto)
Associate Professor, part-time
(cognitive-behaviour therapy; use of imagery in psychotherapy; therapy and forensic assessments of survivors of interpersonal violence and abuse; professional practice issues)
njosefowitz@oise.utoronto.ca

Becky J. Liddle, Ph.D. (North Carolina)
Associate Professor
(lesbian, gay, bisexual, & transgender issues; multicultural counseling; effective teaching in counselor education)
bliddle@oise.utoronto.ca

Corey S. MacKenzie, Ph.D. (Queen's)
Assistant Professor
(geriatric mental health; caregiver stress & burnout; mental health service utilization)
cmackenzie@oise.utoronto.ca

Roy Moodley, Ph.D. (Sheffield, UK)
Associate Professor
(multicultural counselling; 'race', culture and ethnicity in psychotherapy; traditional healing)
roymoodley@oise.utoronto.ca

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; immigration and multicultural women's mental health; body image development)
npiran@oise.utoronto.ca

Margaret S. Schneider, Ph.D. (York)
Associate Professor, cross-appointed to Public Health Sciences
(community mental health; gender and sexual orientation; human/animal bond)
mschneider@oise.utoronto.ca

Judith A. Silver, Ph.D. (Toronto)
Lecturer, Co-Director, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT
(holistic approaches to counselling; supervision; professional practice issues)
jsilver@oise.utoronto.ca

Lana Stermac, Ph.D. (Toronto)
Professor, Chair
(feminist issues in violence; psychology and law; sexual abuse and assault; war trauma and learning)
lstermac@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)
Associate Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)
jewatson@oise.utoronto.ca

✦ Associated Faculty

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

✦ Associated Instructors

Ray Blanchard, Ph.D. (Illinois)
Professor, cross-appointed from the Department of Medical Science
ray_blanchard@camh.net

Diana Rose Brecher, Ed.D. (Toronto)
Clinical Coordinator of the Centre for Student Development and Counselling, Ryerson Polytechnic University
dbrecher@acs.ryerson.ca

Colin Campbell, Ed.D. (Toronto)
International Futurist; CEO, Human Resources Strategies Inc.
colincampbell@sympatico.ca

Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women's Centre
karin.jasper@utoronto.ca

Maura McIntyre, Ed.D. (Toronto)
SSHRC Post Doctoral Visitor
mmcintyre@oise.utoronto.ca

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham
e.meade@sympatico.com

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto
sam.minsky@utoronto.ca

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice
marsha.rothstein@rogers.com

Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Medical Science
brenda_toner@camh.net

✦ Internship Supervisors

NOTE: Changes to several of the following can be expected in September 2006.

Judith A. Silver, Ph.D. (Toronto)
Internship Coordinator & Clinic Co-Director, Department of Adult Education & Counselling Psychology and OISE/UT Counselling & Psychoeducational Clinic, University of Toronto

Donna Ackman Ph.D., (Toronto)
Psychologist, Centre for Addiction and Mental Health, Toronto

Diane Addie, Ph.D., (York)
Coordinator, Learning Disabilities Programme, Atkinson College Counselling and Supervision Centre, York University, Toronto

Jason R. Bacchiochi, Ph.D. (Toronto)
Acting Research Director, Interpersonal Therapy Clinic, Centre for Addiction and Mental Health, Toronto

R. Michael Bagby, Ph.D. (York)
Director, Clinical Research, Psychological Trauma Program, Centre for Addiction and Mental Health, Toronto

Lisa Berger, Ph.D., (Toronto)
Psychologist, Private Practice, Newmarket

Olivera Bojic, Ph.D. (Toronto)
Counsellor/Therapist, Counselling & Learning Skills Service, University of Toronto

Diana R. Brecher, Ed.D. (Toronto)
Psychologist, Clinical Coordinator, Counselling Centre, Ryerson University, Toronto

Pam D. Broley, Ed.D (Toronto)
Director, Glendon College Counselling and Career Centre, York University, Toronto

Daniel Cohen, Ph.D. (Windsor)
Psychologist, Back To Health, North York

Nathan J. Cooper, Psy.D. (Central Michigan)
Psychologist, Center for Student Development, McMaster University, Hamilton

Thane R. Crossley, Ph.D. (Toronto)
Principal, Thane Crossley Partners, Toronto

Helen Doan, Ph.D. (Queen's)
Psychologist, Back To Health, North York

Mira Drugovic, Ph.D. (Waterloo)
Psychologist, Health Services, University of Waterloo

Edward Glassman, Ph.D. (York)
Staff Psychologist, Mental Health Program, North York General Hospital, Toronto

Gregory Hamovich, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Naresh Issar, Ed.D. (Toronto)
Psychologist, Family Services York Region, Markham

Karin Jasper, Ph.D. (Toronto)
Clinical Specialist, Adolescent Eating Disorder Day Program, Hospital for Sick Children, Toronto

Kenneth Y. Kwan, Ph.D. (Toronto)
Clinical Director, Family Services York Region, Unionville

Becky J. Liddle, Ph.D. (University of North Carolina)
Associate Professor, OISE/UT Counselling & Psychoeducational Clinic, University of Toronto

Corey Mackenzie, Ph.D. (Queen's)
Assistant Professor, Department of Adult Education & Counselling Psychology and OISE/UT Counselling & Psychoeducational Clinic, University of Toronto

Heather McLean, Ph.D. (Queen's)
Psychologist, Markham Stouffville Hospital, Markham

Sam Minsky, Ph.D. (Toronto)
Director, Counselling & Learning Skills Service, University of Toronto

Shulamit Mor, Psy.D. (York)
Consultant Psychologist, Counselling and Development Centre, York University, Toronto

Robert Muller, Ph.D., (Michigan State)
Psychologist, Counselling Centre, Ryerson University, Toronto

Debbie J. Nifakis, Ed.D (Toronto)
Psychologist and Clinical Leader, Center for Student Development, McMaster University, Hamilton

Judy Oleniuk, Ph.D., (York)
Psychologist, Mental Health & Addictions Program, North York General Hospital, Toronto

Michael Oosterhoff, Ph.D., (Windsor)
Staff Psychologist, Out Patient Mental Health, Markham Stouffville Hospital, Markham

Bryan Phillips, Ph.D. (York)
Counsellor/Counselling Supervisor, Counselling and Development Centre, York University, Toronto

Scott R. Pope, M.A. (York)
Director, Atkinson College Counselling and Supervision Centre, York University, Toronto

Jaan Reitav, Ph.D. (York)
Professor, Canadian Memorial Chiropractic College, Toronto

Debbie Reixach, Ph.D., (Toronto)
Psychologist, Family Services York Region, Unionville

Judith A. Silver, Ph.D. (Toronto)
Internship Coordinator & Clinic Co-Director, Department of Adult Education & Counselling Psychology and OISE/UT Counselling & Psychoeducational Clinic, University of Toronto

Robert F. Stevens, Ph.D. (York)
Psychologist, William Osler Health Centre, Brampton

Jeanne E. Watson, Ph.D. (York)
Associate Professor, Department of Adult Education & Counselling Psychology and OISE/UT Counselling & Psychoeducational Clinic, University of Toronto

Professors Emeriti
Sabir A. Alvi, Ph.D. (Indiana)
J.R. Bruce Cassie, Ph.D. (SUNY at Buffalo)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the Secondary Program 4 (Education and Work) and preservice or cross-listed Related Studies courses.

This option is designed for Initial Teacher Education candidates in Business Studies or Technological Studies subject areas with an interest in workplace issues and transitions to the M.Ed. program. This arrangement involves three graduate programs - Sociology in Education, Adult Education and Community Development, and Counselling Psychology.

The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Initial Teacher Education program for Business Studies
Lennox Borel
E-mail: lborel@oise.utoronto.ca

Initial Teacher Education program for Technological Studies:
Sara McKitrick
E-mail: smckitrick@oise.utoronto.ca

Collaborative Graduate Degree Programs

Collaborative Program in Addiction Studies

The Department of Adult Education and Counselling Psychology as well as other University of Toronto departments, participate in this collaborative program. The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 170 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Collaborative Program in Aging and the Life Course

This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on pages 170 - 171 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating AECD Faculty:
Angela Miles, Kiran Mirchandani, Shahrzad Mojab, Karen Mundy, Roxanna Ng, Daniel Schugurensky.

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 172 - 175 in this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>.** You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses
The following is a list of courses offered by the department of Adult Education and Counselling Psychology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this ***Bulletin*** (pages 172 - 175).

AEC1102H	Community Development: Innovation Models
AEC1114H	Comparative and International Perspectives in Adult Education
AEC1145H	Participatory Research in the Community and the Workplace [RM]
AEC1146H	Women, War and Learning
AEC1180H	Aboriginal World Views: Implications for Education
AEC1181H	Embodied Learning and the Qi Gong
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3131H	Special Topics: Popular Education: Comparative and International Perspectives
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3132H	Special Topics in Women in Development and Community Transformation
AEC3138H	Social Theories and Adult Education
AEC3140H	Post-colonial Relations and Transformative Education
AEC3179H	Work, Technology and the Knowledge Economy
AEC3180H	Global Governance and Educational Change
CIE1001H	Introduction to Comparative, International and Development Education

A wide selection of additional courses is available across participating departments. See the entry on pages 172 - 175 in this ***Bulletin*** or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Environmental Studies

OISE/UT offers, in cooperation with the University of Toronto Centre for Environment, a Collaborative Program in Environmental Studies. This program is offered within OISE/UT jointly through the Departments of Adult Education and Counselling Psychology; and Sociology and Equity Studies in Education. Further information is available on page 175 of this ***Bulletin*** and from the School of Graduate Studies Calendar. **The contact person in the Adult Education and Counselling Psychology Department is:**

Jennifer Sumner
E-mail: jsumner@oise.utoronto.ca

Graduate Collaborative Program in Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 176 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Collaborative Master's Program in Community Development

The two programs in the Department of Adult Education and Counselling Psychology, as well as three other University of Toronto programs, participate in this collaborative program. Students must register in the master's degree program through one of the participating graduate units, and must meet all respective degree requirements of the School of Graduate Studies and their home graduate unit. Students completing this Collaborative Program receive a special notation on their transcripts. Further information is available on page 171 of this ***Bulletin***, at **<www.urbancentre.utoronto.ca/communitydevelopment.html>** and from the School of Graduate Studies.

Participating AECD faculty:

Angela Miles, Jack Quarter, Daniel Schugurensky

Courses (from page 172)

AEC1102H	Community Development: Innovative Models
AEC1104H	Community Education and Organizing
AEC1289H	Community Mental Health
AEC3119H	Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The contact person for this program is:

Daniel Schugurensky, Department of Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2356
E-mail: dschugurensky@oise.utoronto.ca

Adult Education and Community Development Program

The Adult Education and Community Development Program provides a place to study and contribute to theory, practice, and policy concerning formal and informal adult learning in organizations, communities, workplaces, and social movements in local, national and international contexts. The program situates learning within a broad framework, including the impact of various hierarchies (for example, social class, gender, race and ethnicity). Faculty emphasize collaborative, relational, mutual orientations to learning. Perspectives include: Aboriginal and indigenous; anti-racist and anticolonial; arts-informed, environmental/ecological; embodied; feminist; holistic; international comparative/global; labour; political economy; transformative. Knowledge and learning/teaching outside the academy are honoured and importance is placed on building mutually beneficial connections with diverse individuals, groups, organizations and communities in Canada and abroad.

Faculty members have research interests in the areas of: Aboriginal Adult Education, Community Education, Creative Inquiry and Adult Learning, Environmental Adult Education, International/Global Adult Education, Social Movement Learning, Transformative Learning, and Workplace Learning. Faculty and students each pursue diverse and overlapping combinations of these interests. Applicants must list in their Statement of Intent, two faculty members whose interests most closely relate to their own. For faculty profiles see page 35 and, for more detail, the Departmental Webpage: **www.oise.utoronto.ca/depts/aecdcp/ae.html**

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Admission

Admissions procedures are described in the Application Procedures section, pages 28 - 32.

Each year, the admissions committee receives many more applications for this Program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission and Degree Requirements section, pages 21 - 27. Consequently, a number of qualified applicants are disappointed.

Applicants must submit a Letter of Intent which states their scholarly interests and how these will 1) relate to listed Adult Education and Community Development Program interest areas and faculty research areas, and 2) enhance their own contributions to the field. Doctoral applicants must submit the names of two Adult Education and Community Development faculty whose interests most closely match their own thesis-related interests. The Program also requires that the resume submitted with all applications provide clear and complete information about the applicant's experience related to their proposed studies – a minimum of one year.

Students may include in their program of study, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office (Graduate Studies Registration Unit) students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this Program, but must commence their program of study with OISE/UT courses.

Degrees

Master of Education

An appropriate four-year University of Toronto degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the M.Ed.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program of study normally consists of ten half-courses, usually at the 1000-level. At least half of the courses must be from the Adult Education and Community Development Program. Students are required to take course AEC1100, the Introduction to Adult Education, as well as one research methods course.

Master of Education students can also pursue research in **"Work and Career"**, an area of study which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:
Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

An appropriate four-year University of Toronto degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **B+ or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree program which can be taken on a full- or part-time basis. Students normally take eight half-courses, mainly at the 1000-level, at least four of which must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students must take AEC1100H Outline of Adult Education and AEC1183H Master's Thesis Seminar. During their program, students are expected to have exposure to both qualitative and quantitative approaches to research. One half-course in research methods is required. A list of appropriate courses will be maintained in the department. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

NOTE: The Doctor of Education degree program has been suspended for an indefinite period and has been replaced with the flexible-time Ph.D program (see details following).

Doctor of Philosophy

For admission information, see the Minimum Admission and Degree Requirements section, pages 21 - 27.

The Ph.D. degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. AECD offers both a full-time and flexible-time Ph.D. program.

Full-time Ph.D. students must complete their degree within six years. They begin as a cohort and it is highly recommended that they take AEC3102 (the required doctoral thesis seminar) in the first term of their program.

Flexible-time Ph.D. students must complete their degree within eight years. It is also recommended that they take AEC3102, preferably in the first term of their program. Degree requirements for both full-time and flexible-time Ph.D. students are: six half-courses, at least four of which must be from the Adult Education and Community Development Program. Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. A minimum of four half-courses must be at the doctoral/3000-level, normally including course AEC3102. Students would also normally take at least one specialized research methods course.

In addition, all students are expected to complete a comprehensive requirement and a thesis.

Centres

The following research centres are based in the Department:

- **Centre for Arts-Informed Research**
- **Comparative, International and Development Education Centre**
- **Transformative Learning Centre**

Through its faculty, the Department is also involved in other research centres at OISE/UT such as:
- Centre for Integrated Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Women's Studies in Education

For more detailed information about these and other OISE/UT research and field centres, see pages 184 - 189 of this ***Bulletin***.

Centre for Arts-Informed Research (CAIR)

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR
E-mail: jgaryknowles@oise.utoronto.ca
Website: **home.oise.utoronto.ca/~aresearch**

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre activities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

The Comparative, International and Development Education Centre (CIDEC)

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, an electronic list serve, electronic newsletters, Website and research projects. For more information see our Web page at:
cide.oise.utoronto.ca

Transformative Learning Centre (TLC)

Head: Daniel Schugurensky
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 ext. 2595
E-mail: dschugurensky@oise.utoronto.ca
Website: **www.tlcentre.org**

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include social movement learning; the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. (See page 188 for more information.)

Interdepartmental Research Areas

Aboriginal Education

The Adult Education and Community Development program, along with the departments of Curriculum Teaching and Learning and Sociology and Equity Studies in Education, collaborate in this interdepartmental research area and in the development of Aboriginal Education studies. The Indigenous Education Network is the OISE/UT-wide forum for students and faculty to work together on shared research and teaching interests. The IEN and the Aboriginal Student Caucus offices are located in the department of Adult Education and Counselling Psychology.

Participating AECD faculty:
Jean-Paul Restoule, Bonnie Burstow, Angela Miles

Further information is available from:
Jean-Paul Restoule
Telephone: 416-923-6641 ext. 2825
E-mail: jrestoule@oise.utoronto.ca

Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE/UT-wide interdepartmental research area. See page 182 or contact Anne Goodman (agoodman@oise.utoronto.ca) for more information.

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Adult Education and Community Development Program.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 190 - 192).

Further information is available from:
Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-112

This Certificate is designed for trainers, facilitators, leaders and managers who want to facilitate the learning of others. The program of study consists of the following five modules and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Coordinator and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program of study for 2005/2006 was $3,525 Fees information is not yet available for 2006/2007. Modules may be taken individually.

For further information and/or to register, contact:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4719
Website: **www.oise.utoronto.ca/training/**

Courses

The following list demonstrates the range of courses offered in the Adult Education and Community Development Program. **Not all of the courses listed are offered in any given year.**

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly required that all master's students include AEC1100H in their program of study.

D. Schugurensky, S. Mojab, A. Goodman, J. Sumner or Staff

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.

B.Burstow or Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.

J. Quarter

AEC1103H Introduction to Research Methods in Adult Education [RM]

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project.

Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."

J.G. Knowles or Staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.

A.R. Miles

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.

M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?

M.E. Laiken or Staff

AEC1110H Basic Processes in Teaching Adults

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.

D. Schugurensky or Staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shop floors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to "do gender" in organizational settings.

K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

D. Schugurensky, K. Mundy

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

N. Jackson or Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.) within local, regional, national or international contexts. Suitable projects may include field-based work or internships which leads to the development of an associated research project, reflective paper, or the development of a curriculum or programme. Weekly discussions will normally be arranged which will provide for support, feedback and reflection.

K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

N. Jackson or Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.

M. Laiken or Staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC1135H Practicum in Action Research for Organizational Change (Pass/Fail) [RM]

This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.

NOTE: This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required once a practicum placement has been arranged by the student. Please contact the Instructor for guidelines on arranging the practicum placement.

M. Laiken, K. Mirchandani or Staff

AEC1137H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.

Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one's own perspective as a practicing or aspiring organization consultant and provides a good introduction for those new to the field.

M. Laiken or Staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.

A.R. Miles or Staff

AEC1145H Participatory Research in the Community and the Workplace [RM]

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.

R. Ng or Staff

AEC1146H Women, War, and Learning

This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. We will also take a comparative and international approach.

S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to "restructure" these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize "empowerment", "TQM", "organizational learning" and "reengineering".

K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.

Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.

S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.

E. V. O'Sullivan or Staff

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centered world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.

Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.

A. Cole, J. G. Knowles, or Staff

AEC1171H Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

E. Antone or Staff

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.

Staff

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.

J.G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the oral traditions, elders knowledge, and cultural symbols that speak to the 'teachings' (philosophies). Likewise, students will learn that critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determination yesterday and today. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.

Staff

AEC1181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.

R. Ng or Staff

AEC1182H Teaching, Learning, and Working in Nonprofits and Public Sector Organizations

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organizations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and informal practices of teaching and learning within nonprofit and public sector organizations will also be explored.

B.J. Richmond

AEC1183H Master's Thesis Seminar

This seminar is designed to support M.A. students in the process of writing a thesis. Issues to be discussed will include: choosing a topic, writing a proposal, developing an argument, selecting a supervisor, and organizing the writing process. The class will be participatory, and weekly readings will be assigned on the various parts of the thesis-writing journey. Class members will also receive instruction on effective library research techniques. In addition, students will have the opportunity to read completed theses and proposals.

K. Mirchandani

AEC1184H Aboriginal Knowledge: Implications for Education

Aboriginal education is built upon the knowledge developed by indigenous people necessitating an understand of how that knowledge is produced. But what is indigenous knowledge? This course seeks to explore the characteristics, sources and applications of indigenous knowledge and how this knowledge might inform the work of teaching, learning and research. Course content may include indigenous research protocols, ethics and politics of researching and teaching in aboriginal communities, intellectual property rights, curriculum development and innovations in Aboriginal education and traditional teachings from respected Elders. For students with a research focus, this course enables inquiry into the production of knowledge, from both western and indigenous perspectives which should improve their research work regardless of who they intend to do research with, but with specific relevance in working with Aboriginal populations. For students interested in education implications, the course provides a footing in the workings and characteristics of indigenous knowing which will aid their pedagogical practices in Aboriginal and non-Aboriginal contexts.
J. P. Restoule

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education Staff

AEC1405H Introduction to Qualitative Research (Part I) [RM]

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.
B. Burstow or Staff

AEC1406H Introduction to Qualitative Research (Part II) [RM]

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
Prerequisite: AEC1405H
B. Burstow

AEC1407H Narrative as a Vehicle for Personal Change

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an in-depth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.
Staff

AEC1408H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with imprisonment, trauma associated with psychiatric intervention, and second generation trauma (e.g., children of Holocaust survivors). The trauma inherent in systemic oppressions, the fact that we live in an oppressive and violent society, and the implications for practitioners is emphasized throughout. While the primary emphasis in on practitioners as counsellors, other roles are also considered, including: advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include: critical theory, feminism, and existentialism. Permission of Instructor is required to enroll.
B. Burstow

AEC1409H Creative Empowerment Work with the Disenfranchised

This course will be of interest to a wide range of practitioners, including: activists, popular educators, and counsellors. The context in which it is offered is a world increasingly populated by disenfranchised people. The intent is to help practitioners gain a fuller understanding of the populations in question and become more skilled and creative as allies and activists. The specific populations focused on are: psychiatric survivors, people who are homeless, people who have been imprisoned, people who use illicit drugs, undocumented people, and sex trade workers. Learners will gain knowledge of the ABC's of strategic activism, with particular emphasis on how to modify strategy to fit the populations and movements in question. An accompanying emphasis is use of the arts in resistance work with these populations. Examples of art forms drawn on include: theatre (including theatre of the oppressed), puppetry, and video-making. Popular education is integrated. Perspectives include: feminism, anti-racism, Marxism,

transformative justice, anti-psychiatry, labeling theory, anarchism, and the philosophies of nonviolent resistance. The classes go between lectures, student presentations, film and video analysis, rehearsals, consultations, exercises, and guest presentations.
Bonnie Burstow

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.
J. Quarter or Staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants.
Suggested background: Courses AEC1146, AEC1160, AEC3104.
Staff

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
S. Mojab, D. Schugurensky or Staff

AEC3113H Adult Education and Public Policy

This course will offer a critical framework for analyzing the role of modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. It examines the potential and limitations of public policy in areas such as, but not limited to, education, health, social and legal services, housing, and anti-racism.
S. Mojab

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by activists in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles or Staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
A. Goodman

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation

This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a 'majority world' perspective.
A.R. Miles and Staff

AEC3138H Social Theories and Adult Education

This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.
D. Schugurensky or Staff

AEC3140H Post-Colonial Relations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being re-configured in contemporary societies to produce new forms of inequality and difference in this era of globalization, and how these relations are linked to ecological and economic issues. We begin by interrogating the ambiguity of the term, "post-coloniality," through the lens of the aboriginal peoples in Canada. Each year, we will look at one or two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.
R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.
Staff

AEC3170H Perspectives on Qualitative Research: Part I [RM]

Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.
A. Cole

AEC3171H Perspectives on Qualitative Research: Part II [RM]

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.
Prerequisite: AEC3170H
A. Cole

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Prerequisite: AEC1173 or permission of instructor.
Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.
J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educational Research [RM]

This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the arts disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g. readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an exploratory or mini research project using arts-informed methods.
A.L. Cole and/or J.G. Knowles

AEC3179H Work, Technology and the Knowledge Economy

This course will focus on the ways in which technology structures work processes within the context of recent shifts towards the "knowledge economy". We will explore the nature of the knowledge economy, the position of knowledge workers, and the lengths between knowledge work and technology. This will allow us to assess the impact of technology on inequality, both locally and globally. The debates on technology and knowledge work will be explored in relation to issues such as the proliferation of internet spaces, educational technologies, transnationalism and cyberactivisms. Throughout the course we will study the racialized and gendered nature of technology, knowledge and work.
K. Mirchandani

AEC3180H Global Governance and Educational Change: the Politics of International Cooperation in Education

This course looks at the role of international level actors and networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study of international relations in the field of education, considers recent efforts to study the globalization of educational policy, and then turns to the activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regime; the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and transnational advocacy and NGO networks in education.
K. Mundy

AEC3181H Feminist Standpoints: Critical and Post-Structural Approaches

This course will provide a supportive and stimulating environment for the systematic study of the differences between critical and post-structural approaches to issues of power, diversity, solidarity, and social change. Both activist and scholarly writing will be used as we place intense academic debate in the context of feminist social movement from the 1960s to the present, including the challenges of racism, homophobia, separatism, elitism, ableism, etc. The differing implications of critical and post-structural approaches for value based research, education and activism will be explored with specific reference to diverse literatures and practices. Course themes will be chosen in consultation with students to incorporate their own research and interests. Students who wish to consider these questions with relation to education and activism in other social movements (i.e., indigenous, anti-globalization environmental, anti-racist, anti-colonial, disabilities, anti-psychiatry, etc.) are welcome to do so in their course papers.
A. Miles

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education and Community Development Program. For descriptions, see the relevant department course listings.

AEC3233H	Research Seminar in Career Development
CIE1001H	Introduction to Comparative, International and Development Education
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES2942H	Education and Work
SES2970H	Countering Myths About Aboriginal People through Multiple Medias
SES3951H	Political Economy, Cultural Forms and the Learning Society
TPS1820H	Toward an Integrative Approach to Equity in Higher Education

AECD students wishing to take a research course in history or statistics or some other method not offered in the program may, with the permission of their advisor, count one such course toward the required number of AECD courses in their program.

Counselling Psychology Program

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Counselling Psychology Program aims to provide knowledge of a) psychological practice and counselling services required by community agencies and educational institutions and b) critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three fields of specialization:

- Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
- Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called ***Guidelines for the Counselling Psychology Program*** published each January and provided to newly admitted students at the time the Offer of Admission is made.

The Counselling Psychology Program normally begins in either the Summer or the Fall Session.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Roy Gillis, Program Coordinator (2006/2007)
Telephone: 416-923-6641 ext.2387
E-mail: jgillis@oise.utoronto.ca

Jeanne Watson, Program Coordinator (2005/2006 - Winter session)
Telephone: 416-923-6641 ext. 2555
E-mail: jewatson@oise.utoronto.ca

Mary-Alice Guttman, Program Coordinator (2005/2006 - Fall session)
Telephone: 416-923-6641 ext. 2551
E-mail: maguttman@oise.utoronto.ca
OR
Susan Hall, Graduate Program Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the description of the degrees which follows. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 21 - 27, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B**, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver
The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs are designed to meet the academic requirements for registration by the College:

- M.A. Counselling Psychology for Psychology Specialists
- Ph.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.A. is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. is an M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:
The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-459-8388
E-mail: cyarrow@cpo.on.ca
Website: **www.cpo.on.ca/**

The Department of Adult Education and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the academic requirements for registration with the College of

Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ph.D. in Counselling Psychology for Psychology Specialists.

NOTE: Admission to the M.A. does not guarantee admission to the Ph.D.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. Applicants must also have taken one full course or two half-courses at the third- or fourth-year level in one or more of the following: learning, sensation, perception, cognition, thinking, motivation or emotion. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

Degree Requirements

The M.A. in Counselling Psychology for Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master's thesis. The thesis is supervised by a faculty member. Students will plan their program of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program of study will include courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program of study in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. It is expected that all degree requirements will be completed within two years.

Doctor of Philosophy

The principal emphasis in this degree program is on the development of research and theoretical knowledge in counselling psychology, assessment skills, and knowledge and training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this degree.

b) Normally, a University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Degree Requirements

The Ph.D. program requirements are a minimum of 10 half courses (including practicum and internship), a comprehensive examination and a doctoral dissertation. Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Progress in the program of study will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- psychological measurement and statistics
- advanced research methods
- history and systems
- ethics and professional issues

The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the Canadian Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship in conjunction with the Internship course (AEC3268Y). For course credit, all internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues

Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs of study could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at **<www.ccacc.ca/>**.

Admission Requirements

a) a four-year University of Toronto bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University of Toronto **B+ or better**.

b) at least one year of relevant experience.

Degree Requirements

The M.Ed. in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of study will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. The six half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, multicultural counselling, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Master of Education students can also pursue research in the area of Work and Career which is offered jointly by the Counselling Psychology Program and the Adult Education and Community Development Program.

Doctor of Education

Counsellor training in this degree emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this degree will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 21 - 27, the Ed.D. in Counselling Psychology requires the following:

a) a University of Toronto four-year bachelor's degree (from any area) or its equivalent.
b) the applicant must normally hold an M.A. or M.Ed. degree in Counselling Psychology from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Degree Requirements

The Ed.D. program requirements are eight half courses (including practicum and internship), and a doctoral dissertation. Six of the eight courses must be in Counselling Psychology. Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Guidance and Counselling

Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at **<www.ccacc.ca/>**. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: **www.oct.ca**

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. in Counselling Psychology for Community and Educational Settings.

Admission Requirements

a) a four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**
b) teacher certification

Degree Requirements

Candidates may pursue the M.Ed. degree on a full- or part-time basis. The requirements are ten half-courses plus a comprehensive examination.

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the seven half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See pages 56 - 57.)

Certificate Programs

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. Students may pursue the certificate at the same time that they are registered in the Counselling Psychology Program, however, the certificate does not count for credit towards the completion of any degree in the Counselling Psychology Program.

As part of the certificate participants will learn:

- CBT Case Conceptualization
- Cognitive Interventions
- Behavioral Change Interventions

The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

For further information contact:
njosefowitz@oise.utoronto.ca
OR
enerlich@hincksdellcrest.org
OR
visit the Website at **www.hincks/dellcrest.org/gai-cit**

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year. Some Counselling Psychology courses are offered in alternate years. Students should consult the program guidelines and their faculty advisor about course offerings and their program of study.

AEC1202H Personality Theories and Techniques in Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrollment in this course.
Staff

AEC1203Y Practicum I: Interventions in Counselling Psychology

This course is intended to provide students with basic skills in clinical assessment and counselling interventions. Among others, issues and related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the course presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issues related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
NOTE: Part-time students must be available one full week-day per week to fulfill the practicum requirement.
NOTE: All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and Staff

AEC1205H Individual Intellectual Assessment
Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity
This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J.R. Gillis

AEC1208H The Counselling Relationship
This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, counter-transference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1214H Critical Multicultural Practice: Diversity Issues in Counselling
The course is designed to introduce students to the field of counselling in the context of a multi-cultural, multi-ethnic, multi-faith, multi-racial, multi-gendered and multi-abled society. The course seeks to define and locate multicultural counselling studies within the broader historical, economic, social and political contexts of mental health care. Through a critical examination of 'race', gender , ethnicity, sexual orientations, disability and social class students would establish an understanding of the theoretical and conceptual ideas that form the basis of practice with minority clients. Key concepts such as identity and multiple identities, power, stereotyping, discrimination, prejudice and oppression will be explored in relation to women, Aboriginal, ethnic minorities, lesbian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.
Prerequisite and/or co-requisite: AEC1202 and AEC1203Y
R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology
This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues. Open to Counselling Psychology students only.
M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling
This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling
Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development
The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies
This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focused model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)
This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. (Only available to students who enrolled prior to July 1997.)
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.

Prerequisite: Permission of the instructor.

Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.

K. Jasper or Staff

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.

Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.

Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.

Staff

AEC1263H Seminar in Research Methods for M.A. students [RM]

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. (Limited to Counselling Psychology for Psychology Specialists students.)

Staff

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.

C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.

Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.

Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.

C. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This course has both an assessment and intervention focus. Students will learn how to complement their existing assessment skills by accessing clients' images. Students will also learn how to work with images as they spontaneously occur in therapy. In addition specific interventions that are based on imagery will be examined. These include various forms of relaxation, desensitization, stress inoculation, and imaginal exposure. The class is a combination of didactic material, role plays and experiential exercises. The application to different client groups will be discussed.

N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.

Staff

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.

N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework of emotional processing. An in-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.

J. E. Watson

AEC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of a counselling model introduced. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.

Prerequisite: AEC3215H

Staff

AEC3217Y Practicum II: Interventions in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.

N. Piran

AEC3218H Research Seminar in Counselling [RM]

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students. Open to Counselling Psychology students only.

L. Stermac

AEC3224H Individual Cognitive and Personality Assessment

This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults. Limited to Counselling Psychology for Psychology Specialists students.

C. Mackenzie

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.

Prerequisite: AEC3224H and 3258H (Stermac's)

NOTE: Limited to Counselling Psychology for Psychology Specialists Doctoral students.

J.R. Gillis or Staff

AEC3233H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students. M.A.

Guttman or Staff

AEC3234Y Research Seminar in Multicultural Studies [RM]

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.

R. Moodley

AEC3243H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.

Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.

Staff

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

AEC3260H Psychopathology and Diagnosis

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes.

NOTE: For Ph.D. students in Counselling Psychology only.

L. Stermac

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.

Staff

AEC3267H Training for Counsellor Supervision

This course is designed to increase students' theoretical knowledge, conceptual understanding and competencies in clinical supervision. In addition to class work, students will act as trainee supervisors with Counselling Psychology faculty who are teaching the Master's Practicum Course AEC1203Y or with psychologists in the field who are acting as Internship Supervisors in one of our field settings. Students will have the opportunity to discuss research and theoretical issues, develop practical skills relevant to supervision, develop a personal supervision approach, and understand the professional supervisory role and the ethical issues pertaining to supervision.

NOTE: For doctoral students in Counselling Psychology only.

J. Silver

AEC3268Y Internship

This course requires the completion of at least 2000 hours of internship under the supervision of a registered psychologist. Students will register in the course once the placement has been arranged and approved by the course instructor. Placements are generally expected to fulfil the criteria of the Association of Psychology Postdoctoral and Internship Centres (APPIC). The internships may be served in a variety of settings and will normally involve instruction in psychopathology, training in differential diagnosis and assessment, case conceptualisation, treatment planning, a variety of psychotherapeutic approaches, case management, and other related tasks. All students must have a formal diagnosis and assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such a gender identity or disability). Where possible, we encourage students to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA).

NOTE: For Ph.D. students in Counselling Psychology only.

J. Silver

Other courses accepted for credit

The following courses may be accepted for credit in the Counselling Psychology Program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1400H	Special Topics in Adult Education and Counselling Psychology
AEC1405H	Introduction to Qualitative Research (Part I) [RM]
AEC1406H	Introduction to Qualitative Research (Part II) [RM]
AEC1408H	Working with Survivors of Trauma
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE:** This course is available only to Ph.D. students in the Field of Counselling Psychology for Psychology Specialists (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate Programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Masters of Teaching in Elementary and Intermediate Education (M.T.)
- Second Language Education (M.Ed., M.A., Ph.D.)

NOTE: The degree programs in Measurement and Evaluation and in Teacher Development were discontinued in 2004/2005 and are no longer accepting new applicants. The department's participation in the Environmental Studies Collaborative Program has also been discontinued. The Department of Curriculum, Teaching and Learning will ensure that all students enrolled in these programs will be able to complete the necessary program requirements.

The Department also offers the following Collaborative Programs:

- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Knowledge Media Design (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- Centre for Franco-Ontarian Studies
- Centre for Teacher Development
- Modern Language Centre
- Centre for Studies in Science, Math and Technology Education
- Centre for Urban Schooling
- Institute for Knowledge, Innovation and Technology

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes. Refer to pages 184 - 189 for more information.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2608
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information regarding registered students, contact:
Terry Louisy, Coordinator, Departmental Policy, Programs and Communications
Telephone: 416-923-6641 ext. 2462
Fax: 416-926-4744
E-mail: tlouisy@oise.utoronto.ca
Website: **www.oise.utoronto.ca/depts/ctl/**

Admissions, Awards and Off-Campus Information

For academic information regarding admissions, awards and off-campus courses, contact:
Theresa Oliveira, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca

Chair of the Department

Dennis Thiessen, D.Phil. (Sussex)
Professor
(curriculum and school change, student and teacher perspectives, teacher education)

Associate Chairs of the Department

Tara Goldstein, Ph.D. (Toronto)
Teacher Education; Professor; *(anti-oppression education in school and teacher education settings; multilingualism in school settings; anti-homophobia education; critical qualitative research; critical ethnography; performed ethnography)*

Douglas E. McDougall, Ed.D. (Toronto)
Coordinator of Graduate Programs; Associate Professor
(mathematics education; teacher development; applications of technology to teaching and learning; qualitative research methods)

Faculty

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(health promoting schools and teacher development)

Mary Beattie, Ed.D. (Toronto)
Associate Professor; on study leave from January 2007 to June 2007
(teacher's professional knowledge; professional development; narrative and arts-based inquiry; holistic education)

John Lawrence Bencze, Ph.D. (Toronto)
Associate Professor
(students' and teachers' experiences (as consumers and producers) with realistic contexts of knowledge building in science and technology; and, related pedagogical perspectives and practices; action research; social justice)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(instructional intelligence, educational and systemic change; classroom management)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(school policy and curriculum; pedagogy for conflict resolution, peacebuilding, democratization, gender; ethnocultural equity; citizenship; social studies, international and comparative education)

Maria José Botelho, Ph.D. (Massachusetts at Amherst)
Assistant Professor
(teaching and learning literacies in school contexts; critical multicultural analysis of children's literature; critical literacy; critical multicultural education; and critical inquiry as professional development)

Clare Brett, Ph.D. (Toronto)
Assistant Professor
(technology and learning in post-secondary, elementary and secondary contexts, and including technology use in teacher education, distance education and asynchronous learning environments: reading and writing development)

Kathy Broad, Ph.D. (Toronto)
Lecturer; Director of the Elementary Preservice Education Program
(language arts and literacy; teacher leadership; teacher change; assessment; conflict resolution)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor; on study leave from January 2007 to June 2007
(professional ethics in education; teachers' ethical knowledge; moral and ethical dimensions of schools' teacher education; qualitative research)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor; on study leave from January 2007 to June 2007
(mathematics education; holistic education; overcoming mathematics anxiety and rebuilding math knowledge; holistic curriculum approaches in the mathematics classroom; teacher research)

Carola Conle, Ph.D. (Toronto)
Associate Professor
(narrative inquiry; narrative curriculum; social foundations of curriculum; imagination and narrative, public media)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(critical pedagogy; leadership; teacher/student knowledge and classroom practice; aesthetic education; qualitative research methods)

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology; Coordinator, Second Language Education program (from July 2006 to December 2006)
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Mark Evans, Ph.D. (York, UK)
Senior Lecturer
(citizenship education; social studies education; pedagogical perspectives and practices; curriculum orientations; teacher education; comparative and international perspectives in education)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor; ; on study leave from January 2007 to June 2007
(multicultural perspectives in teaching and learning; ethnic identity maintenance and language learning; immigrant and refugee experiences in educational contexts; cultural and linguistic diversity in classrooms; peace education and literacy in international contexts)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, Ph.D. (Toronto)
Associate Professor; Canada Research Chair, Urban School Research in Pedagogy and Policy; Academic Director, Centre for Urban Schooling
(drama/theatre pedagogy; youth and urban schooling; qualitative methodologies; ethnographic school-based research; feminist/critical theory; gender, identity and schooling; theatre and social change; arts education and teacher development; arts community partnerships)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Professor
(minority education; qualitative analysis; gender and education; curriculum policy; school and society; identity construction; teaching in minority settings)

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor
(cognitive continuity in science learning; access, equity and retention in science education; socio-cultural context of science education; and indigenous and everyday knowledge)

Lynne Hannay, Ph.D. (Ohio State)
Professor, Head, OISE/UT Midwestern Centre; on study leave from July 2006 to June 2007
(action research, school improvement, professional learning and development, large scale reform)

James G. Hewitt, Ph.D. (Toronto)
Associate Professor
(computer supported learning environments; electronic discourse; distance education; multimedia case studies; teacher education; telementoring; online communities; knowledge building; instructional design; educational technologies)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy and sociology of science and science education; science curriculum history; assessment and evaluation in science education; concept acquisition and development in science; multicultural and antiracist science education; action research)

Eunice Jang, Ph.D. (Illinois – UC)
Assistant Professor
(mixed research methods; fairness and validity in educational assessment; second language testing; program evaluation; cognitive reading skills diagnosis; impact of high-stakes testing on teaching and learning)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education; on leave from January 2007 to June 2007
(the analysis and improvement of classroom teaching; constructive feedback in teaching; information technology in teaching; the influence of alternative world views on knowing, teaching, learning, and curriculum; qualitative research in teaching)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(teacher education/development; teacher knowledge; English education; literacy and oracy; narrative; women teachers)

Clare Kosnik, Ph.D. (Toronto)
Associate Professor; on leave in 2006/2007
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Professor; Associate Dean, Graduate Studies
(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor
(applied measurement; program evaluation; education reform strategies; performance-based assessment)

Ron Lancaster, M. Math. (Waterloo)
Lecturer
(applications of mathematics; computer software for teaching mathematics; connecting math with art; graphing calculators; math trials; math education)

Sharon Lapkin, Ph.D. (Toronto)
Professor; on leave from January 2007 to June 2007
(French as a second language research; bilingual education; second-language writing)

Jack Miller, Ph.D. (Toronto)
Professor; Head, Centre for Teacher Development
(holistic education; spirituality in education; contemplation in educational settings; curriculum orientations)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; cognitive and affective domain of learning science; classroom processes; writing in science; gender and science education; history and development of science)

Sarfaroz Niyozof, Ph.D. (Toronto)
Assistant Professor
(teacher development and education reform in developing, muslim, post-communist contexts; international and comparative curriculum studies/education)

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor; Coordinator of Curriculum Studies and Teacher Development Program; Director, Centre for Studies in Science, Mathematics and Technology Education; on study leave from January 2007 to June 2007
(science education; science-technology-society environment (STSE) education; video case methods and preservice education; action research; teacher development; and learning science in non-school settings such as museums and science centres)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Teacher Education
(teacher education; program development; cooperative learning; models of teaching/learning; alternative approaches to assessment and evaluation; professional development; large-scale reform; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(school change; math education; student assessment; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(organizational and curriculum change, curriculum implementation, curriculum evaluation; professional learning and professional development)

Lesley Shore, Ed.D. (Toronto)
Assistant Professor
(secondary English and sexuality education, adolescent girls and reading; media and cultural studies; teacher development; philosophy of literature; and Anne Frank as a guide to critical thinking and writing through adolescence)

Jim Slotta, Ph.D. (Pittsburgh)
Associate Professor
(technology-enhanced learning and instruction, learning technology architectures and frameworks, cognitively informed curriculum, computer supported collaborative learning, international curriculum exchanges)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; cross-appointed to Theory and Policy Studies in Education; on leave from July 2006 to June 2007
(curriculum and teachers' lives; curriculum development for gifted learners; history of Canadian education including education for the professions, teacher education and higher education; gender issues and education; pedagogy and practice of online learning; communities teachers; the intersection of education and religion)

Nina Spada, Ph.D. (Toronto)
Professor; Coordinator of Second Language Education Program; on leave from July 2006 to December 2006
(second language acquisition, classroom-centered research in L2 teaching and learning, English as a second language, psycholinguistics)

Shelley Stagg Peterson, Ph.D. (Alberta)
Associate Professor
(socio cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Leslie Stewart Rose, M.A. (Toronto)
Lecturer
(music; self-assessment)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor, on leave (extended secondment)
(educational change; leadership; Visual Arts as a curriculum area; strategies in initial teacher education; qualitative research; research strategies' aboriginal studies'.anthropology; social context of education)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research; sociocultural theory and L2 learning)

Heather Sykes, Ph.D. (UBC)
Assistant Professor
(anti-homophobia education; teacher's life history; issues of sexuality in physical education and sport; post-structural, queer, and feminist theories)

Peter Trifonas, Ph.D. (British Columbia)
Associate Professor
(critical theory, literacy curriculum theory; philosophy of education; social and cultural studies; technology and media)

John Wallace, Ph.D. (Toronto)
Professor
(teacher learning; case methods in teacher education; science education; curriculum integration; qualitative inquiry)

Associated Faculty

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director, Professional Writing Program, University of Toronto at Mississauga

Lee Bartel, Ph.D. (Illinois – UC)
Associate Professor; cross-appointed from Faculty of Music

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies in Education; cross-appointed from Sociology and Equity Studies in Education

Xi Chen-Bumgardner Ph.D. (Illinois)
Assoicate Professor; cross-appointed from Human Development and Applied Psychology

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Department of Spanish and Portuguese

Robert K. Logan, Ph.D. (MIT)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed from the Department of Sociology and Equity Studies in Education

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

Professors Emeriti
Johan L. Aitken, Ph.D (Toronto)
Clive M. Beck, Ph.D. (New England)
David Booth, M.Ed. (Durham)
Arnold Bowers, M.Ed. (Queen's)
Stacy Churchill, Ph.D. (London)
F. Michael Connelly, Ph.D. (Chicago)
Vivian Darroch-Lozowski, Ph.D. (Alberta)
Lynn Davie, Ph.D. (Wisconsin)
C.T. Patrick Diamond, Ph.D. (Queensland)
Joseph P. Farrell, Ph.D. (Syracuse)
Don Fraser, M.A. (Toronto)
Normand J. Frenette, Ph.D. (Montreal)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Gila Hanna, Ph.D. (Toronto)
Birgit Harley, Ph.D. (Toronto)
Anne Jordan, Ph.D. (Toronto)
Brendan Kelly, Ed.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Robert S. McLean, Ph.D. (Carnegie-Mellon)
Robert Morgan, Ph.D. (Toronto)
Philip Nagy, Ph.D. (Alberta)
Shizuhiko Nishisato, Ph.D. (North Carolina)
Ronald Silvers, Ph.D. (Princeton)
Ross E. Traub, Ph.D. (Princeton)
Merlin W. Wahlstrom, Ph.D. (Alberta)
Joel Weiss, Ph.D. (Chicago)
Joyce A. Wilkinson, Ph.D. (Minnesota)
David Wilson, Ph.D. (Syracuse)
Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via computer conferencing and off-campus in locations such as Kitchener and London. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Studies and Teacher Development Program.

For further details, contact:
Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext, 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 180) or contact Diane Farmer, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Studies and Teacher Development Program

Program Co-ordinator:
E. Pedretti

Core Faculty:
A. Anderson, M. Beattie, J. L. Bencze, B. Bennett, K. Bickmore, M. J. Botelho, C. Brett, L. Cameron, E. Campbell, R. Cohen, C. Conle, K. Cooper, M. Evans, G. Feuerverger, K. Gallagher, D. Gérin-Lajoie, W. Gitari, T. Goldstein, L. Hannay, J. Hewitt, D. Hodson, E. Jang, A. Jordan, B. Kilbourn, M. Kooy, T. Lam, D. McDougall, J. Miller, S. Niyozov, M. Nieswandt, E. Pedretti, C. Rolheiser, J. Ross, M. Scardamalia, W. Seller, L. Shore, J. Slotta, E. Smyth, S. Peterson, S. Stiegelbauer, H. Sykes, D. Thiessen, P. Trifonas, J. Wallace

Associated Faculty:
C. Beck, N. Belanger, D. Booth, R. Childs, P. Diamond, D. Farmer, J. Farrell, R. Wolfe, E. Woodruff

The Curriculum Studies and Teacher Development Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas in the Curriculum Studies and Teacher Development Program.

Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, computer-supported analysis, performed and critical ethnography, life history.

The interest areas below reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Studies and Teacher Development Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Curriculum Theories, Perspectives and Contexts include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change:
- Curriculum and Program Development and Implementation
- School and District Policy, Environments, Change and Reform
- Assessment and Evaluation
- Teacher Professional Learning, Teachers as Change Agents
- Teachers' Work, Lives, Narratives, Beliefs and Knowledge
- Teacher Knowledge/Teacher Identity
- Teacher Leadership
- Pre-service and In-service Education
- Holistic Education, Imagination, and Spirituality
- Feminist and/or Queer Theories in Education
- Cultural Studies and Critical Theory in Education
- Dialogic and Social Constructivist Approaches to Curriculum
- Education in Non-school Settings
- Distance Education and On-line Learning Environments
- Knowledge Media/Technology, Knowledge Building and Innovation
- Comparative Education and Education in International Settings

Curriculum Subject Matter and Teaching/Learning Processes include subject area content and/or pedagogical approaches:
- Pedagogy, Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
- Arts and Aesthetic Education
- Drama/Theatre Pedagogy
- Health and Physical Education
- Science and/or Technology Education
- Mathematics Education
- English Language, Children's Literature, and Literacy Education
- Democratic Citizenship, Global Perspectives, and Social Sciences Education
- Conflict/Peace Education
- Critical and Social Justice Pedagogies

Diverse Student Populations and Curriculum Equity include challenges and issues in constructing and delivering curriculum for particular diverse students and/or for social change:
- Adaptive Instruction and Inclusive Classrooms
- French-Language Minority Education
- Educating Immigrant and English as a Second Language Students

- Gender and Education
- Sexuality and Anti-Homophobia Education
- Anti-Racist, Multicultural and Anti-discriminatory Education
- Students' Identity Construction
- Urban Youth
- Early Childhood Education
- Gifted Learners

Diversity and Equity Challenges in Curriculum include challenges in constructing and delivering curriculum for diverse students:

- Special Education, Adaptive Instruction and Inclusive Classrooms
- Franco-Ontarian and French-language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender and Girls' Education
- Sexuality and Anti-homophobia Education
- Equity Teaching, Anti-racist, Multicultural and Anti-discriminatory Education

Degrees

Master of Education

The M.Ed. degree program is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.Ed. program of study consists of ten half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six calendar years from first enrollment.

Master of Arts

The M.A. degree program is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within five years from first enrollment.

Doctor of Education

Curriculum Studies and Teacher Development Program has suspended admission to the Ed.D. as of September 2005. Following the approval of a new set of Ed.D. program guidelines, the Curriculum Studies and Teacher Development Program will resume accepting applications to a reformulated Ed.D. Program.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. The Curriculum Studies and Teacher Development Program offers both a full-time and a flexible-time Ph.D. program option. Applicants must declare the option(s) for which they are interested in applying.

Full-time Ph.D. option:

Applicants are accepted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. A minimum of two years professional experience prior to applying will normally be expected. Applicants are required to submit, along with the application:

a) Their masters thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the CSTD program Web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**
b) A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals
c) Two letters of reference, one academic and one professional

Flexible-time Ph.D. option:

Applicants to the flexible-time Ph.D. option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the field of study; (b) the applicant has three or more years with the same employer; (c) a desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (eg. reference to the employer's leave policy, study incentive system, etc.)

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. program of study normally consists of six half courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the Program. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml>**. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review.

Courses

The following is a list of courses offered within the Curriculum Studies and Teacher Development Program. Not all of the courses listed are offered in any given year. Note that courses numbered CTL1000-1799 are offered at the Master's Level; courses numbered CTL1800-1999 are offered at the Doctoral Level.

CTL1000H Foundations of Curriculum Studies

This is a required course for master's students (and doctoral students who did not take it in their masters programs). The aim of this course is to apply theory and research to the study of curriculum and teaching. The course (a) provides a language for conceptualizing educational questions; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum changes and change; and (d) assists students in developing critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.
B. Bennett, C.T.P. Diamond, G. Feuerverger, K. Gallagher, L.M. Hannay, W. Seller, P. Trifonas, Staff

CTL1000H Fondements de létude des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Staff

CTL1001H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
E. Campbell, Staff

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
Staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.
Staff

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centered philosophies, reading in the content areas, assessing growth in reading and writing.
L. Cameron, D. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
S. Peterson, Staff

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
M. Kooy, Staff

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
L. Cameron, Staff

CTL1009H Theory and Practice in Elementary Literacy Instruction

This course examines a number of theoretical perspectives on literacy learning and instruction, exploring their implications for work with students in primary/junior/intermediate classrooms. Topics such as literacy across the curriculum, reading comprehension, beginning writing instruction, use of media and technology in writing, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches.
S. Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with elementary and secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction [RM]

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J.A. Ross, Staff

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
Staff

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
J.A. Ross, Staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning [RM]

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
D. Thiessen, Staff

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J. Ross

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1023H Technology and Education: Critical Perspectives on Theory and Practice

An examination of the theoretical underpinnings and practical questions concerning the educational use of technology. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia (e.g., film, audio recordings, television). The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues will be selected from the following: theories and definitions of technology; implications of various modes of technology contexts for models of teaching and learning practice; evaluating the use of multimedia resources for educational contexts (e.g., internet, "software," video and audio recordings, television); technology, diversity, and educational equity; articulating an ethics of teaching practice with respect to the educational use of technology.
P. Trifonas

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas

CTL1026H Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.

NOTE: Students who have previously taken CTL4000H are prohibited from taking this course.
B.S. Kilbourn

CTL1027H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
NOTE: Students who have previously taken CTL4001H are prohibited from taking this course.
L.M. Hannay

CTL1028H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
NOTE: Students who have previously taken CTL4002H are prohibited from taking this course.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL1029H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
NOTE: Students who have previously taken CTL4004H are prohibited from taking this course.
M. Kooy

CTL1030H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.
NOTE: Students who have previously taken CTL4005H are prohibited from taking this course.
C.T.P. Diamond

CTL1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
NOTE: Students who have previously taken CTL4007 are prohibited from taking this course.
G. Feuerverger

CTL1032H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
NOTE: Students who have previously taken CTL4008 are prohibited from taking this course.
B.S. Kilbourn

CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
NOTE: Students who have previously taken CTL4009 are prohibited from taking this course.
G. Feuerverger

CTL1034H Action Research in Language and Learning [RM]

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
NOTE: Students who have previously taken CTL4010 are prohibited from taking this course.
Prerequisite: Permission of instructor.
Staff

CTL1035H Teaching, Teacher Development, and School Renewal

The course enlists the aid of experienced and beginning teachers and teacher educators in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, approaches to teaching, building a class community, teacher preparation and induction, and school restructuring. The course links theory and practice, helping teachers and teacher educators develop their understanding of teaching by addressing questions of everyday practice.
NOTE: Student who have previously taken CTL4011 are prohibited from taking this course.
C.M. Beck

CTL1036H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.
NOTE: Students who have previously taken CTL4012 are prohibited from taking this course.
E. Campbell, Staff

CTL1037H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways "Knowledge", "Teaching" and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.
NOTE: Students who have previously taken CTL4013 are prohibited from taking this course.
J. Farrell, Staff

CTL1038H Change and Curriculum Implementation

This course examines the nature of educational change and its impact on the implementation of curriculum. How change affects teachers and how new curricula affect classroom practice, form the central focus of the course. Three basic approaches to implementation, the fidelity perspective, mutual adaptation, and curriculum enactment, are used as a framework to examine the research on implementation and identify factors which enhance and hinder successful change efforts. The role of professional development and strategies for effective professional development practices in support of implementation constitute the third area of study in this course.
W. Seller

CTL1039H Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing. Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students' writing, and the teacher's role in guiding student writing will be examined.
S. Peterson

CTL1040H Fundamentals of Program Planning and Evaluation [RM]

This course is organized around the various components of program planning and evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact, and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.
NOTE: Students who have previously taken CTL2006 are prohibited from taking this course.
T. Lam, Staff

CTL1041H Research Methods in Education [RM]

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
NOTE: Students who have previously taken CTL2007H are prohibited from taking this course.
T. Lam, Staff

CTL1042H Instrument Development in Education [RM]

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability

theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
NOTE: Students who have previously taken CTL2009 are prohibited from taking this course.
Staff

CTL1043H Research Issues in Alternative Assessments [RM]

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.
NOTE: Students who have previously taken CTL2010 are prohibited from taking this course.
T. Lam, Staff

CTL1060H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
NOTE: Students who have previously taken CTL6002 are prohibited from taking this course.
J.P. Farrell, Staff

CTL1061H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
NOTE: Students who have previously taken CTL6003H are prohibited from taking this course.
Staff

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
Staff

CTL1104H Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form.
Topics vary from year to year depending upon interests of course members.
Staff

CTL1105H Research and Inquiry in Arts Education [RM]

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially.
It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
M. Beattie

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.

M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.

R. Cohen

CTL1117H Liberatory Practices in Drama and Education

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they ask participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts education, this course will examine pedagogies in the arts and especially drama's potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.

K. Gallagher

CTL1118H The Visual Arts as a Teaching and Learning Strategy

This course examines, through theoretical discussions and practical experience, the place of the arts for teachers and learners. The intent of the course is to provide a more concrete grounding in what the arts have to offer teachers as a teaching strategy, and what they have to offer to student learning. The course includes studio experience with art projects, visiting artists and speakers, examination of contemporary issues in curriculum and teaching theory related to art, education, and the arts as a thinking discipline. While the emphasis of the course is on the visual arts, other areas of art will also be addressed where possible.

NOTE: This class does not require an art background, but rather a willingness to develop a better understanding of what the arts have to offer to the educational process.

S. Stiegelbauer

CTL1119H Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety (K-8)

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course utilizes a holistic approach in helping elementary teachers to reconstruct their foundational math knowledge and overcome their anxieties. Utilizing reform-based approaches, participants will work in small groups on selected math problems and hands-on explorations at an appropriate level of difficulty. Journal writing, group reflection and guided visualization activities will be used to help participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work opens the door to accessing one's mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included.

R. Cohen

CTL1200H Science in the School Curriculum

A systematic analysis of matters central to curriculum development for science (including, where relevant, technology education) in elementary and secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for learning outcomes, teaching and learning strategies, and course and student evaluation. Focus of assignments will be adapted for students with special interests in elementary and secondary science education, respectively.

L. Bencze, Staff

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a grounding in mathematics education.

D. McDougall

CTL1204H Making Mathematics Learning Meaningful: Secondary

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics may include: Connecting mathematics to real life; increasing students' understanding of mathematics, group explorations, problem solving and mathematical modeling, communicating about mathematics, integrating the use of graphic calculators and computer technology; authentic assessment.

R. Cohen

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.

D. Hodson, Staff

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson, Staff

CTL1209H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, politicization of science and technology education, the role of laboratory work, computers in science education, and issues in environmental and health education.
D. Hodson, Staff

CTL1211H Action Research in Science, Mathematics and Technology Education [RM]

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science, mathematics and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice (e.g., teaching) to critical scrutiny and appraisal, plan and attempt alternative curriculum perspectives and practices, and evaluate these in action (e.g., in teaching). The particular focus for research will be determined by individuals or groups of individuals in the course, in consultation with the instructor. Class members need to be active in their work - e.g., currently working as a teacher, consultant, etc. - in order to carry out their projects. This course may be best taken after a few courses in a Masters level programme, which may provide students with some theoretical perspectives to use in their action research. Although prior research experience would be helpful, it is not a requirement for this course.
D. Hodson, E. Pedretti, L. Bencze, R. Cohen and W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education , and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.
D. Hodson, Staff

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.
D. Hodson, Staff

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, out-door centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.
E. Pedretti

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
Staff

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
Staff

CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

D. Gérin-Lajoie, Staff

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques [RM]

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie.

Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

CTL1307H Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.

D. Gerin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.

D. Gérin-Lajoie

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship—linking the individual to social decision-making—is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might "teach" for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.

K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

Staff

CTL1316H Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed. The nature of global education across the elementary and secondary curriculum will be explored.

Staff

* CTL1318H Teaching Conflict and Conflict Resolution

This seminar examines the theoretical and practical challenge of teaching young people (and giving them opportunities) to handle interpersonal and social conflict. The course examines the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, governance, and social relations, from Canadian and international/comparative/cross-cultural perspectives. It focuses on analyzing how various kinds of education about conflict fit in, and can challenge, the regularized activities, assumptions, and curriculum of schooling, and also on how the management of conflict implies and shapes 'citizenship' expectations, social exclusion and inclusion. The course emphasizes implicit and explicit conflict management and conflict learning in formal (school) settings, but also examines the relationships between schools and other cultural and socio-political institutions. Participants will become skilled in analyzing research and experience regarding the conflict learning opportunities and equity dilemmas that are embedded in patterns of institutional activity and curriculum, and in various initiatives to teach or facilitate conflict resolution.

K. Bickmore

CTL1400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.

A. Jordan, Staff

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro(teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.

A. Jordan, Staff

CTL1403H Special Education and Social Representation of Difference

The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a "transactional activity" that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.

N. Belanger, Staff

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues.
Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.

Staff

CTL1602H Introduction to Computers in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.

J. Hewitt, E. Woodruff

CTL1603H Introduction to Knowledge Building

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communities as one of the course assignments.

J. Hewitt

CTL1604H Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of knowledge building and design research to the creation and integration of images, video, sound and text in an educational project The Laboratory Network for Innovation and Technology in Education facilities will be used in this course.

Staff

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
Staff

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored.
Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
Staff

CTL1608H Constructive Learning and Design of Online Environments

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.
C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
C. Brett

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
Prerequisite: CTL1602 or permission of instructor.
Staff

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.
Staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enroll in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

CTL1800H Research Colloquium in Curriculum and Instruction [RM]

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.

Staff

CTL1801H Action Research and Professional Practice [RM]

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.

Staff

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.

Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of instructor.

S. Peterson, L. Cameron

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.

D. Thiessen, Staff

CTL1809H Narrative and Story in Research and Professional Practice [RM]

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

NOTE: Students who have previously taken CTL4801 are prohibited from taking this course.

Prerequisite: Permission of instructor.

C. Conle

CTL1810H Qualitative Research in Teaching [RM]

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

NOTE: Students who have previously taken CTL4802 are prohibited from taking this course.

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL1811H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

NOTE: Students who have previously taken CTL4804 are prohibited from taking this course.

Prerequisite: Permission of instructor

C.T.P. Diamond, M. Kooy, K. Cooper

CTL1812H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversial issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers' daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

NOTE: Students who have previously taken CTL4806H are prohibited from taking this course.

E. Campbell

CTL1819H Critical Multicultural Analysis of Children's Literature

In this course, we will examine children's and young adult books as cultural products. We will consider the history of under-representation as it's palpable in children's literature (what we read) as well as critically and multiculturally analyze (how we read) these texts. Critical (signals the imbalance in social power, manifested in class, race and gender relations) multicultural (acknowledges the diversity in cultural experiences, shaped by historical, social, political, and economic factors) analysis will guide our work together.
M.J. Botelho

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to education and social action. A review of theories is included, with special attention to philosophical and sociological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
K. Gallagher

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
M. Nieswandt

CTL1841H Research Seminar in Science Education [RM]

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.
D. Hodson, E. Pedretti, L. Bencze, and M. Nieswandt

CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries [RM]

Mixed methods research is drawing increasing attention from educational researchers who seek richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and qualitative inquiries, sampling strategies, analysis, synthesis, and representation of findings. The students will participate in both collective and independent mixed-method research projects to develop competencies in mixed research methods.
E. Jang

CTL1843H Models and Issues in Program Evaluation [RM]

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.
NOTE: Students who have previously taken CTL2803 are prohibited from taking this course.
Prerequisite: CTL1040 or equivalent, or permission of instructor.
T. Lam, Staff

CTL1844H Seminar in Evaluation Problems [RM]

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
NOTE: Students who have previously taken CTL2810 are prohibited from taking this course.
Prerequisite: CTL1843 or equivalent.
NOTE: Practicum CTL2997 and Seminar CTL1844 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL1845H Performance Assessment

An examination of the technical issues that arise in using performance assessment in the classroom, in large-scale assessment programs, and in program evaluation. Topics addressed include definition and conceptualization, scoring rubric construction, evidential and consequential validity, generalizability, bias and fairness, comparability, and standard setting.
NOTE: Students who have previously taken CTL2802 are prohibited from taking this course.
Prerequisites: CTL1042 or equivalent, or permission of instructor.
T. Lam

CTL1861H Critical Ethnography [RM]

An ethnography – of a community, classroom, event, program – seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography

as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1863H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
NOTE: Students who have previously taken CTL6800 are prohibited from taking this course.
D.N. Wilson, Staff

CTL1864H Methodologies for Comparing Educational Systems [RM]

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
NOTE: Students who have previously taken CTL6801 are prohibited from taking this course.
Staff

CTL1880H Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.
A. Jordan, Staff

CTL1921H Knowledge Building Environments

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.
M. Scardamalia

CTL1922H Seminar in Interactive Video/Graphics

Current research and applications in the use of electronic media in the knowledge building process will be analysed. Specific considerations will relate to human-computer interaction, interface design, design research methodology, and the use of multimedia for knowledge building.
Staff

CTL1923H Technology Supported In Situ Learning

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings. Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.
E. Woodruff, Staff

CTL1924H Research Issues in Educational Computer-Mediated Communication [RM]

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system.
Prerequisite: CTL1609 or permission of instructor.
Staff

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

Master of Teaching in Elementary and Intermediate Education (M.T.)

Program Coordinator
N. Scarfo

Core Faculty
C. Brett, E. Campbell, J. Hewitt, A. Jordan, D. McDougall

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Concentrations

Applicants must select **one** of the following concentrations:

- ✦ **Primary/Junior** (junior kindergarten to grade 6)
- ✦ **Junior/Intermediate** (grades 4 to 10)

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE/UT

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**. Registration in the second year is contingent upon successful completion of all first-year work.

First Year Core Courses

CTL7000H	Curriculum and Teaching in Literacy
CTL7002H	Curriculum and Teaching in Mathematics
CTL7003H	Curriculum and Teaching in Social Studies and Science
CTL7004Y	Practicum in Schools
CTL7006H	Reflective Teaching and Inquiry into Research in Education
CTL7007H	Authentic Assessment

Second Year Core Courses

CTL7001H	Educational Professionalism, Ethics and the Law
CTL7005Y	Practicum Internship
CTL7008H	Introduction to Special Education and Adaptive Instruction
CTL7009H	Anti-Discriminatory Education
CTL7010H	Issues in Numeracy and Literacy
CTL7011H	Child and Adolescent Development

Elective Courses

The two electives are normally selected from other graduate courses offered at OISE/UT.

Courses

The following course descriptions are for those courses numbered in the 7000 series.

CTL7000H Curriculum and Teaching in Literacy

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education.
Staff

CTL7001H Educational Professionalism, Ethics and the Law

This course will enable students to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and the role of the teacher are studied in detail. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7002H Curriculum and Teaching in Mathematics

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7003H Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula on social studies and science. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 40 days of field experience. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7005Y Practicum Internship
Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 40 days of field experience as junior staff members within school settings. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7006H Reflective Teaching and Inquiry Into Research in Education
This course is designed to develop students' awareness of and reflection about their own professional knowledge, beliefs, values, and skills as emerging teachers in relation to classroom-based and school-based research. The following four broad themes will guide the course in interwoven and complementary ways: (1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice; (2) the teacher as a moral agent who appreciates the ethical demands, complexities, and responsibilities of the role; (3) the teacher as a critical analyst of educational research; (4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7007H Authentic Assessment
In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
Staff

CTL7008H Introduction to Special Education and Adaptive Instruction
In Ontario, the regular education classrooms is currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a variety of reasons; legal, educational, moral and philosophical. In this course, we will consider special education from the perspective of the regular classroom teacher From this perspective, special education is not "special" but is effective teaching that benefits all the students in the class. It is the provision of instruction that is adapted to the diverse needs of the students in the class. Therefore, we will not consider how to identify disabilities, or how to interpret psycho-diagnostic tests to confirm learner difference. Instead we concentrate on how instructional assessment can be used to calibrate instruction to meet the needs of individual students, how to accommodate learner differences and how collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.
Staff

CTL7009H Anti-Discriminatory Education
In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
Staff

CTL7010H Issues in Numeracy and Literacy
In this course, teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy.
Staff

CTL7011H Child and Adolescent Development
This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in this course.
Staff

Measurement and Evaluation Program

NOTE: This program will be discontinued and is no longer accepting new applicants.

Program Coordinator:
R.G. Wolfe

Core Faculty
R. Childs, G. Hong, T.C.M. Lam, R.G. Wolfe

Students interested in pursuing studies in measurement, evaluation, or quantitative research methodology are encouraged to contact Professor Tony Lam in the Curriculum Studies and Teacher Development Program of the Department of Curriculum, Teaching and Learning or Professors Ruth Childs, Guanglei Hong, or Richard Wolfe in the Developmental Psychology and Education Program of the Department of Human Development and Applied Psychology. Students currently registered in this program will continue to take their required courses with professors either in CTL or in HDAP.

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to select one of two research areas - Measurement or Evaluation. Measurement is for those interested in quantitative methods and theory, including psychometric and statistical theory. Evaluation is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

Master of Education

Applicants are accepted under SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. The M.Ed. may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL1040H, CTL1041H, CTL1042H and HDP1288H. Those who have not studied statistics at least to the level of course HDP1287H must take HDP1287H as an extra course. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Master of Arts

Applicants are accepted under SGS general regulations. The admission requirement for the M.A. is an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in mathematics, statistics, computer science, or a relevant social or behavioral science, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. The M.A. degree program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Students are ordinarily required to take courses CTL1040H, CTL1041H, CTL1042H and HDP1288H. Those who have not studied statistics at least to the level of course HDP1287H must take HDP1287H as an extra course. Additional courses may be required of some candidates.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Education

The Ed.D. degree program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years of relevant professional experience prior to application. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses. Candidates are expected to have taken courses CTL1040H, CTL1041H, CTL1042H and HDP1288H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program of study on a part-time basis. A minimum of one year of full-time study is required.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Doctor of Philosophy

The Ph.D. degree program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses. Candidates are expected to have taken courses CTL1040H, CTL1041H, CTL1042H and HDP1288H or their equivalents. Those lacking one or more of these courses are required to take them in addition to the regular doctoral program of study, which must include at least four CTL2800-level courses in addition to HDP1288H. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for program requirements, pages 21 - 27.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

Courses

NOTE: As a result of the discontinuation of the Measurement and Evaluation Program, courses formerly offered through Measurement and Evaluation have been renumbered as CTL 1000-level courses and are available through the Curriculum Studies and Teacher Development Program.

Second Language Education Program

Program Coordinator
Nina Spada

Core Faculty
Alister Cumming (Head, Modern Language Centre), J. Cummins, A. Gagné, J. Kerekes, N. Labrie, S. Lapkin, N. Spada, M. Swain

Associate Faculty
B. Chen-Bumgardner, Human Development and Applied Psychology;
R. Childs, Human Development and Applied Psychology;
E. Geva, Human Development and Applied Psychology;
M. Heller, Sociology and Equity Studies in Education;
R. Helms-Park, Division of Humanities, University of Toronto at Scarborough;
E. Jang, Curriculum, Teaching and Learning
Y. Johnson, Department of East Asian Studies;
J. Steele, Department of French Studies

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE/UT Education Commons.

The Program offers three degrees: the M.Ed., M.A. and Ph.D. (The requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the Program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT ***Bulletin*** prior to 1998.)

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. offers two programs of study:
Option II consists of eight half-courses plus a major research paper (MRP)
Option IV consists of ten half-courses only

In both Options students must take a minimum of four CTL 3000-level half-courses within the SLE Program. One of the courses must be either CTL3000H - Foundations of Bilingual and Multicultural Education or CTL3002Y - Methodology and Organization of Language Teaching. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Master of Arts

Applicants are accepted under SGS general regulations. Admission requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. enrollment in the M.A. (rather than the M.Ed. degree program) is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. **Part-time students are expected to be available to take CTL3001 during day-time hours (usually Friday afternoons).** Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Courses must include CTL3001H - Research Colloquium in Second Language

Education, Master's Level [RM] plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both a full-time and flexible-time Ph.D. option. Applicants must declare the option(s) for which they are interested in applying.

Full-time Ph.D. option:

Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals. If the applicant has not completed a thesis, then a sample of single-authored scholarly writing must be submitted with the application.

Flexible-time Ph.D. option:

Applicants to the flexible-time Ph.D. option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible-time Ph.D. option must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the filed of study; (b) the applicant has 3 or more years with the same employer; (c) a need and desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (e.g. reference to the employer's leave policy, study incentive system, etc.)

Full-time Ph.D. students must complete their degree requirements within six years. Students in the flexible-time Ph.D. option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - Research Colloquium in Second Language Education, Master's Level [RM]), as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of the SLE Program coordinator and either their faculty advisor or thesis supervisor.

For the full-time Ph.D., a minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal and form a thesis committee. For the flexible-time Ph.D. program option, a minimum residency of four years of full-time registration is required at the beginning of the program, during which time, candidates are responsible for meeting deadlines to complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year residency.

Doctor of Education

NOTE: The Doctor of Education degree was discontinued in 2005 and is only available to students currently registered in the program.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001H - Research Colloquium in Second Language Education, Master's Level [RM]) as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Second Language Education Program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
Staff

CTL3001H Research Colloquium in Second Language Education: Master's Level [RM]

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Gagne, Staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, and its role in creating, sustaining, and enhancing power. The aim of the course is to consider (i) language awareness in first, second, and foreign language education; (ii) the special need for language awareness in L2 contexts; and (iii) the role of language awareness in teacher development.
R. Helms-Park, Staff

CTL3005H Current Issues in Second Language Education

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a pour but d'explorer une conception élargie du langage et de la communication basée sur le discours et l'analyse du discours. Les interactions humaines et sociales se construisent en grande partie au moyen du discours, à travers sa production, sa circulation, sa diffusion, sa légitimation, sa valorisation, sa consignation, sa mise en archives. Deux modes principaux permettent sa production : la parole et l'écrit. La parole inclut divers types d'activités, telles l'expression verbale, la conversation, l'interaction verbale, tandis que l'écrit suppose la production de textes de divers genres. Dans les sciences humaines et sociales, le discours constitue à la fois un mode d'accès à la connaissance et un contenu à étudier. En guise d'illustration, nous examinerons diverses applications de l'analyse de discours, en particulier lorsqu'il s'agit de comprendre la production discursive dans l'exercice d'activités de travail ou dans la construction de l'identité collective en contexte pluraliste.
N. Labrie

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. More precisely, this seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversational analysis, interactional analysis, critical discourse analysis, and we will pay special attention to their application to second language education. We will consider language and discourse from the perspective of political economy and the construction of identities. Special attention will also be paid to gender, gender performance and sexuality as identity constructs, as these are interrelated with language use and language acquisition.

Staff

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.

J.P. Cummins

CTL3010H Second-Language Learning

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed.

N. Spada

CTL3011H Bilinguisme et éducation

Ce cours a pour but de familiariser les étudiants avec les théories sur le bilinguisme et avec les méthodes de recherche qui ont été développées pour en traiter, de façon à pouvoir prendre en compte ces connaissances dans la recherche, l'enseignement ou le développement de matériel pédagogique, que ce soit en milieu bilingue ou plurilingue, ou en rapport avec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours à deux ou plusieurs langues. Il aborde également la question du bilinguisme sur le plan des interactions langagières au sein de communautés linguistiques, comme la famille, la ville, ou le monde du travail.

N. Labrie

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

Staff

CTL3013H Evaluation de la compétence langagière

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."

Staff

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.

A. Cumming

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.

A. Cumming, J. Cummins

CTL3018H Language Planning and Policy

The study of language politics, language planning and policymaking is a relatively recent field focusing on how social groups, governments, and other bodies, are getting involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what "counts" as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. Methodologically, one way to look at such issues is by considering language politics as discourse. This course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for

students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3018H Politique et aménagement linguistique
Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education [RM]
The last thirty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language
This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming, S. Lapkin

CTL3021H Pedagogical Grammar of French
This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
S. Lapkin

CTL3023H Sociolinguistique du français canadien
Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflection sur ses implications pédagogiques.
N. Labrie

CTL3024H Second Language Teacher Education
In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education.
Consideration will be given to the specific needs of different types of second language teachers working in either traditional or non-traditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.
A. Gagné

CTL3797H Practicum in Second Language Education: Master's Level
An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)

Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.

M.K. Swain, or N. Spada

CTL3801H Research Colloquium in Second Language Education: Doctoral Level

This colloquium provides opportunities for students to learn about ongoing research in Second Language Education and to pursue the study of a research area of interest to them.

M.K. Swain and S. Lapkin

CTL3803H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.

Staff

CTL3805H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.

Staff

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.

M. Swain

CTL3807H Processing Second Language Data [RM]

For thesis students (M.A., Ph.D., or Ed.D) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.

A. Cumming

CTL3808H The Role of Instruction in Second Language Learning

This course examines theory and research on the role of instruction in second language acquisition. The central issues to be addressed are the extent to which different types of instructional input and corrective feedback contribute to second language acquisition (SLA). The extent to which different language features and proficiency levels interact with instructional input is also examined alongside other learner and teacher variables.

N. Spada

CTL3809H Research Seminar in Sociocultural Theory and Second Language Learning

This course is an advanced seminar intended for students who are conducting second language learning research within a sociocultural theory (SCT) of mind framework. It will support students a) in developing their research ideas into a thesis proposal; b) in analyzing, coding and interpreting their data; c) in working through the conclusions and implications of the results of their research. The topics covered will include: SCT and its (in)commensurability with other theories, dynamic assessment, identity, agency, inner speech, private speech, play, classroom-based research, collaborative dialogue, genetic analysis, mediation, internalization, ZPD, etc.

M. Swain

CTL3997H Practicum in Second Language Education: Doctoral Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)
Staff

JHC1251H Reading in a Second Language
This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JTE1952H Langue, culture et éducation
Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notion de pouvoir et d'inégalité. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation francophone.
M. Heller

JTE1952H Language, Culture, and Education
The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

Teacher Development Program

NOTE: This program is discontinued and is no longer accepting new applicants.

Program Coordinator and Head
J. Miller

Core Faculty
M. Beattie, C. Beck, B. Bennett, E. Campbell, C. Conle, K. Cooper, G. Feuerverger, B. Kilbourn, M. Kooy, S. Niyozof, D. Thiessen

Associated Faculty
C. Beck, M. Connelly, P. Diamond, L. Hannay

In September 2005, the Curriculum Studies and Teacher Development Program assumed responsibility for offering a range of courses in teacher development. Students interested in this area of research should apply to the Curriculum Studies and Teacher Development Program. Students currently registered in Teacher Development will continue to take their courses, although these will now be offered through the Curriculum Studies and Teacher Development Program. The Centre for Teacher Development will continue to support teacher development research through the faculty and students associated with it.

Studies in Teacher Development focus on the personal, collaborative and organizational experiences of teachers throughout their careers. Areas of interest are: teacher knowledge, teacher identity, teacher beliefs and practices, teacher inquiry, or teacher learning; classroom and school improvement, teacher leadership, preservice and inservice education, or teacher politics; holistic approaches to teaching and teacher development; and equity and gender matters in teaching, cultural dimensions of teachers' lives, or the changing social and political context of teachers in society. The Centre for Teacher Development examines knowledge and supports research related to each of these areas.

Master of Education

This degree is designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a

University of Toronto **mid-B or better** in the final year. One year of professional education for teaching, or the equivalent in pedagogical content, is recommended. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Such experience may include teaching in settings other than schools; for example in nursing and other professional teaching programs.

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Applicants are accepted under SGS general regulations. Admission normally requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Such experience may include teaching in settings other than schools; for example in nursing and other professional teaching programs. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Doctor of Education

Applicants are accepted under SGS general regulations. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study, but, may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Doctor of Philosophy

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27)

Courses

NOTE: As a result of the merger of the Teacher Development Program and the Curriculum Program, Teacher Development courses have been renumbered as CTL1000-level courses and are now being offered through the CTL Curriculum Studies and Teacher Development Program (pages 68 – 83).

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- Comparative, International and Development Education (CIDE)
- Environmental Studies (discontinued – see page 98)
- Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this ***Bulletin*** (pages 170 - 178) and the ***School of Graduate Studies Calendar***.

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Sylvia Macrae, Program Advisor
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating CTL Faculty:
K. Bickmore, J.P. Farrell, G. Feuerverger, A. Cumming and S. Niyozof

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 172 - 175 of this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>**. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Graduate Degree Programs** section of this ***Bulletin*** (pages 172 - 175). Full descriptions for the following seven courses can be found earlier in the CTL section.

CTL1037H	Comparative and Cross-Cultural Perspectives
CTL1060H	Education and Social Development
CTL1312H	Democratic Citizenship Education
CTL1316H	Global Education: Theory and Practice
CTL1318H	Teaching Conflict and Conflict Resolution
CTL1863H	Controversial Issues in Development Education
CTL1864H	Methodologies for Comparing Educational Systems [RM]
CTL3008H	Critical Pedagogy, Language and Cultural Diversity
CTL3015H	Seminar in Second Language Literacy Education
CTL3018H	Language, Policy and Planning

Environmental Studies Collaborative Program

NOTE: CTL has discontinued its participation in the M.Ed./M.A./Ed.D./Ph.D. Collaborative Program in Environmental Studies but will ensure that all students enrolled in the program will be able to complete the necessary program requirements.

The Department of Curriculum, Teaching and Learning is one of several U of T departments to collaborate with the Centre for Environment to offer M.Ed., M.A., Ed.D. and Ph.D. degree programs. Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment.

Internships for students are sometimes available through the Centre for Environment. Interested students should forward an application to both the CTL Department and the Centre for Environment.

Additional information is available in the "Collaborative Graduate Degree Programs" section (page 175), or the ***School of Graduate Studies Calendar,*** or contact:
Donna Workman, IES Graduate Student Advisor
Centre for Environment
33 Willcocks Street, Suite 1022
Toronto, Ontario M5S 3E8
Telephone: 416-978-7077
Fax: 416-978-3884
E-mail: ies.gradinfo@utoronto.ca
Website: **www.utoronto.ca/env/ies**

Graduate Collaborative Program in Women's Studies (GCWS)

The Department of Curriculum, Teaching and Learning is one of 25 University of Toronto departments which participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications.

Courses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1309H	Les stereotypes sexuels dans les programmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue

CTL1312H	Democrative Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology
CTL1861H	Critical Ethnography [RM]
CTL1999H	Special Topics in Curriculum: Doctoral Level: Queer Theories, Bodies and Curriculum

All programs of study should be planned in consultation with Tara Goldstein, program advisor in the CTL Department, and with the GCWS Coordinator of Graduate Studies. Further information is also available on page 176 and from the ***School of Graduate Studies Calendar.***

Further information is available from:

Tara Goldstein
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 7881
E-mail: tgoldstein@oise.utoronto.ca
Website: **http://www.utoronto.ca/iwsgs/**

Graduate Collaborative Program in Knowledge Media Design (KMD)

Director: Andrew Clement
Coordinator: Barbara Soren
Administrative Assistant: Christina Parker
Location: Bahen Centre for Information Technology, 40 St. George St., 7th Floor
Telephone: 416-978-KMDI
Email: Info@kmdi.utoronto.ca
Website: **kmdi.utoronto.ca**

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program participates in the Knowledge Media Design (KMD) Collaborative Program.

The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMD challenges both the technological utopians and dystopians with a vision that is constructively critical and seeks to be a catalyst for collaborative endeavours and cross-disciplinary research.

KMD provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the KMDI Director. (See KMDI address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE/UT department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- The KMD Collaborative Program Office

Human Development and Applied Psychology (HDAP)

The Department of Human Development and Applied Psychology offers graduate degrees in four programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (M.A.)

Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers' Certificate of Qualification and an M.A.

Developmental Psychology and Education (M.A., M.Ed., Ph.D. and Ed.D.)

The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacher or other practitioner in education or related fields.

Developmental Science (M.A., Ph.D.)

This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program. It is offered in collaboration with the Department of Psychology and prepares students for academic and research careers.

Neuroscience (M.A., Ph.D.)

This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

School and Clinical Child Psychology (M.A. and Ph.D.)

A program intended to fulfill the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled ***Department of Human Development and Applied Psychology Program Guidelines***. Students are expected to consult the Program Guidelines for specific policies governing their programs. Copies of the Program Guidelines are available in the department.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/hdap/

For registration information, contact:
Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Child Study and Education

Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Developmental Psychology and Education

Marisa Freire
Telephone: 416-923-6641 ext. 2422
E-mail: mafreire@oise.utoronto.ca

Developmental Science Collaborative Program

Marc Lewis
Telephone: 416-923-6641 ext. 2443
E-mail: mlewis@oise.utoronto.ca

School and Clinical Child Psychology

Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Programs and Admissions Coordinator

Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; early childhood/ kindergarten education; socio-cultural context of development)

Associate Chair of the Department

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Centre of Criminology
(youth justice policy; youth offenders; children's rights; competence in legal and medical domains; informed consent)

Faculty

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Xi Chen-Bumgardner, Ph.D. (Illinois)
Assistant Professor
(children's literacy development; learning to read in first and second language; bilingual and biliteracy development; learning to read Chinese; cross-cultural studies of literacy)

Ruth Childs, Ph.D. (North Carolina)
Associate Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Carl Corter, Ph.D. (North Carolina)
Professor and The Atkinson Charitable Foundation Chair in Early Child Development and Education
(kindergarten education; parenting; sibling and family relationships; infant development)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)
Associate Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the self; domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Professor
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Guanglei Hong, Ph.D. (Michigan)
Assistant Professor
(causal inference; multi-level modeling; longitudinal data analysis; educational policy and program evaluation; instructional effectiveness)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Kang Lee, Ph.D. (New Brunswick)
Professor and Director, Institute of Child Study
(lying in children and adults; face and gaze processing; cognitive-social development; cross-cultural psychology)

Marc Lewis, Ph.D. (Toronto)
Professor
(personality development; emotional development; cognition/emotion interactions in development; dynamic systems approaches; emotional neurobiology)

Nancy Link, Ph.D. (Toronto)
Senior Lecturer, Clinical Director, School and Clinical Child Psychology Program
(Personality assessment; emotional development)

Joan Moss, Ph.D. (Toronto)
Assistant Professor
(children's mathematical development; cognitive development; teaching and learning mathematics - elementary)

Janette Pelletier, Ph.D. (Toronto)
Associate Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor
(environmental factors influencing preschool children's social development; cognitive and emotional school readiness; the impact of neighbourhoods on children; family law)

Joan Peskin, Ph.D. (Toronto)
Assistant Professor
(children's theory of mind; expertise in literary reading; cognition and instruction)

Katreena Scott, Ph.D. (Western)
Assistant Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Rosemary Tannock, Ph.D. (Toronto)
Professor
(attention-deficit/hyperactivity disorder; learning disabilities; language disorders; working memory; time perception; executive function; educational intervention; adaptive instruction; special education)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Richard Wolfe, (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Judith Bernhard, Ph.D. (Toronto)
Professor, Ryerson University

Jane Bertrand, M.Ed. (Toronto)
Executive Director, Atkinson Centre for Society and Child Development, OISE/UT

Jessica Brian, Ph.D. (York)
Co-Director, Autism Research Unit, Hospital for Sick Children

Alister Cumming, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Judith Friedland, Ph.D. (Toronto)
Professor, Department of Occupational Therapy, University of Toronto

Martha Friendly, Ph.D. (Connecticut)
Coordinator, Childcare Resource and Research Unit and Senior Research Associate, Centre for Urban and Community Studies, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Anne Jordan, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, University of Michigan

Sherri MacKay, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Katharina Manassis, M.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto

Solveiga Miezitis, Ph.D. (Toronto)
Professor, Department of Adult Education and Counselling Psychology, OISE/UT

Chris Moore, Ph.D. (Cambridge)
Professor, Dalhousie University

Adrienne Perry, Ph.D. (York)
Assistant Professor, York University, Consulting Psychologist, Thistletown Regional Centre

Joanne Rovet, Ph.D. (Toronto)
Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE/UT

Russell Schachar, Ph.D. (Toronto)
Professor, Department of Psychiatry; University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Keith Stanovich, Ph.D. (Michigan)
Professor, status only, Department of Human Development and Applied Psychology, OISE/UT

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

Philip D. Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Kenneth Zucker, Ph.D. (Toronto)
Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors

(School and Clinical Child Psychology Program)

C. Tane Akamatsu, Ph.D. (New York)
Psychologist, Metro Toronto School for the Deaf

Janice Baker, Ph.D. (Toronto)
Psychoeducational Consultant, Peel District School Board

Ian Brown, Ph.D. (Toronto)
Co-ordinator of Psychological Services, Durham Catholic District School Board

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department, Hincks-Dellcrest Centre (Jarvis Site)

Mary Caravias, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Laura Demchuk Sloan, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Carole Granatstein, M.A. (Toronto)
Psychological Associate, York Region District School Board

Margaret James, MA. (Auckland)
Psychoeducational Consultant, Toronto District School Board

Anne Johnson (York)
Psychological Associate, Toronto District School Board

Ken Kwan, Ph.D. (Toronto)
Clinical Director, Markham Stouffville Family Life Centre

Anne Mellers, Ph.D. (Ohio)
Consultant, Hincks-Dellcrest Day Treatment Centre

Charles Menendez, Ph.D. (Toronto)
Psychologist, Telka-Smith Practice in Psychology

Nozomi Minowa, Psy.D. (Massachusetts School of Professional Psychology)
Psychologist, Surrey Place Centre

Janet Mullally, M.A. (Toronto)
Psychological Associate, York Catholic District School Board

Michelle Neufeld, Ph.D. (Toronto)
Psychologist, Trillium Health Centre

Karen M. Ogston, Ph.D. (Toronto)
Delta Office Tower

Schrine Persad, Ed.D. (Toronto)
Chief Psychologist, York Catholic District School Board

Jeffrey Phillips, Ph.D. (York)
Psychologist, Private Practice

Yvette Ross, M.Ed. (Bordeaux)
Psychological Associate, Toronto District School Board

Lynne M. Sinclair, Ph.D. (York)
Psychologist/Team Leader, Surrey Place Centre

Ruth Slater, Ph.D. (Waterloo)
Psychologist, The Hospital for Sick Children

Christine Wasson, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Ken Zucker, Ph.D. (Toronto)
Psychologist-in-Chief, Centre for Addiction & Mental Health

Child Study and Education Practicum Coordinator

Ronna Kluger, M.Ed. (Boston)

Laboratory School Staff

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
B. Crook, B.Ed. (Queen's)
Z. Donoahue, B.A., Dip. C.S., M.Ed. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
R. Hersen, B.F.A. (York)
J. Kimel, M.A. (Toronto)
N. L'Espérance, M.A. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
B. Peebles, M.A. (Toronto)
K. Raun, M.A. (Toronto)
R. Reeve, B.A., B.Ed. (Queen's), M.Ed. (Toronto)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)

University Professor Emeritus

David R. Olson, Ph.D. (Alberta)

Professors Emeriti

Andrew Biemiller, Ph.D. (Cornell)
Carl Bereiter, Ph.D. (Wisconsin)
Betty Flint, M.A. Dip. C.S. (Toronto)
Carol Musselman, Ph.D. (Michigan)
Keith Oatley, Ph.D. (London)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants should also include the name(s) of potential supervisor(s) whose research interests are similar to the research interests identified in their statement of intent. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 193 - 197.

Interdepartmental Research Area

The Nature and Development of Literacy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 182 for further information.

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Eligible graduates are recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario Schools.

Admission Requirements

Admission to the two-year M.A. requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants are also required to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

1) at least one professional reference from a place where the applicant has worked with children

2) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

3) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

HDP2200	Child Study: Observation, Evaluation, Reporting, and Research
HDP2201	Childhood Education Seminar and Practicum
HDP2210	Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

Academic Term

In addition to one academic term elective half-course, the following required courses are to be taken:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics
HDP2230	Designing Educational Programs

Internship Term

In addition to one academic term elective half-course, the following required courses are to be taken:

HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2221	Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, offered by the Catholic Office of Religious Education, in addition to their regular electives. Students interested in this option should inform the Program secretary when they register.

Depending on their career goals, students may wish to select courses and placements to focus on particular areas:

Special Education

Students planning a career in special education may include a six-week placement in a special education setting in their first year of study. In their first or second year of study, they may elect HDP2280 (Introduction to Special Education and Adaptive Instruction). In their second year, they may elect HDP2292 (Assessment for Instruction).

Early Childhood

Students interested in kindergarten and early childhood programs may take their internship in an early years setting in their second year, in addition to the required six-week early years placement in their first year. They may also take electives in first and second year in early childhood from among: HDP1211 (Psychological Foundations of Early Development and Education); HDP1241 (Outcomes of Early Education and Childcare); HDP1272 (Play and Education).

Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP) normally under the supervision of a qualified faculty member at ICS. Students who plan to do the QRP must take HDP1209 (Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]) either during their first year of study or during the summer session following their first year. In their second year, students should register for an independent reading and research course with their QRP supervisor.
As it is difficult to complete the QRP requirements while focusing on Special Education or Early Childhood, courses may be taken in the Summer Session between the first and second years.

Students who have not studied statistics as undergraduates are expected to take HDP1287 (Introduction to Applied Statistics [RM]).

NOTE: Successful completion of a QRP does not guarantee acceptance to a doctoral degree program within HDAP. Students must submit an application for the doctoral degree program.

One-Year Degree Program

This degree program is offered only to students who already hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and an Ontario Teachers' Certificate of Qualification. The one-year M.A. is intended to develop an academic-inquiry oriented approach to children and learning and to prepare students for further graduate study.

Degree Requirements

The one-year M.A. program requires successful completion of two required core courses plus six electives. At least four half-courses must be within HDAP. The program may be undertaken either on a part-time or full-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science

Students interested in further graduate study are advised to include courses in research design, measurement, and statistics, and to undertake a Qualifying Research Paper (QRP) that includes empirical field work.

Developmental Psychology and Education Program

This Program will provide an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in different applied settings. Students are required to take core courses in research methodology and statistics. Elective courses cover a range of research areas including early childhood development and education, applied cognitive science, quantitative research methodology, psychometric theory, adaptive instruction and special education, social and personality development, language, literacy and mathematics development, school readiness, instruction and learning, strategies for modifying developmental outcomes and accommodating individual differences, and other applications to contexts such as schools, daycares, and families. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

Master of Arts

The M.A. degree program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, Occupational Therapy or other area relevant to their specific program of study, are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis.

Required courses:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]
HDP1288	Intermediate Statistics and Research Design [RM]
HDP2252	Individual Reading and Research in HDAP: Master's Level

Students must take additional courses from the M.A. required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. degree program is designed primarily for students with teaching qualifications or other related experience, who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs and in settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. degree program requires a preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Degree Requirements

The M.Ed. program of study is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research [RM]

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent, as one of their ten half-courses.

Doctor of Philosophy

The Ph.D. degree program emphasizes knowledge in disciplines related to theory and research in the area of developmental psychology and education. It is designed for students who wish to pursue a career in university or community college teaching, and for careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Cognitive Science, Computer Science, Curriculum, Philosophy, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of six half-courses, a comprehensive requirement and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year) are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

an intermediate or higher level statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology will be required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Doctor of Education

The Ed.D. degree program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. degree program requires a University of Toronto master's degree in Developmental Psychology and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program.

Degree Requirements

The Ed.D. is comprised of eight half-courses, an internship and a thesis. While students may begin the program of study on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program of study. It is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

a statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

It is recommended that students take HDP3200 near the beginning of their program of study and the statistics course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Collaborative Programs

Developmental Science Collaborative Program

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology.

NOTE: This program is an option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

Master of Arts

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto **A– or better**. Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

Degree Requirements

In addition to courses required by the home department, students enrolled in the Collaborative Program must take the following courses. Note that these courses may also serve as requirements or electives in one or both home departments.

Required Courses

JDS1233	Cognitive Development and Applications
JDS1249	Social-emotional Development and Applications

Doctor of Philosophy

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the Ph.D. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology and a master's degree in either Psychology or Developmental Psychology and Education with standing equivalent to a University of Toronto **A– or better** (in the masters degree). Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

Required Courses

JDS3000	Advanced Methods in Developmental Science [RM]

NOTE: All students will also be required to attend a Developmental Science colloquium series.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their home department.

Collaborative Program in Neuroscience

The Program in Neuroscience (PIN) offers the M.A. and Ph.D. degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology. For more detailed information about this and other OISE/UT collaborative programs, see pages 170 - 178 of this ***Bulletin***.

School and Clinical Child Psychology Program (SCCP)

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP Program at OISE/UT is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education.

The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The M.A. degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic and shadow a school psychologist for 25 hours. In the second year, students have a practicum experience of approximately 250 hours.

Admissions Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent. The psychology component of the four year degree is defined as a minimum of six full courses (or equivalent) in psychology, including:

- three full courses (or equivalent) in psychology at the senior level (third or fourth year)
- one full course (or equivalent) in research methods
- two other full courses (or equivalent) in psychology at the junior or senior level

The usual admission standard is standing equivalent to a University of Toronto **A- or better**. Applicants should provide documented evidence of relevant professional experience. Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements

The M.A. program of study is comprised of 10 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology

HDP1220	Introduction to School and Clinical Child Psychology
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses to be taken in the second year, are:

HDP1218	Seminar and Practicum in Assessment
HDP1236	Developmental Psychopathology

In consultation with their advisors, students are required to take a course in cognitive/affective bases of behaviour and research methods. Courses that fulfill these requirements are listed in the Program Guidelines. In addition, students are required to take one elective course, selected in consultation with their faculty advisor.

For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, HDP1287 (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A.. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE/UT M.A. in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the M.A. was not equivalent to the OISE/UT M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

NOTE: Although graduates from the M.A. in SCCP are given priority over other applicants when applying to the Ph.D., continuation from the M.A. to the Ph.D. is not automatic. Demonstration of a high level of competence and commitment is required.

Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of ten half-courses (including a practicum course and an internship), a comprehensive examination and a doctoral dissertation, and is normally undertaken on a full-time basis. Students are expected to:

- complete the comprehensive examination by the end of their required period of full-time study
- receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfill this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses:

HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP3200	Research Proseminar on Human Development and Applied Psychology
HDP3241	Seminar and Practicum in Assessment and Intervention with Children
HDP3242	Internship in School and Clinical Child Psychology

Normally, HDP3200 is taken in the first year of the Ph.D., HDP3241 in the second year of the Ph.D., and HDP3242 in the final year of the Ph.D.

plus

one course from each of the following menus (see the Program Guidelines for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Bases of Behaviour
- Biological Bases of Behaviour

NOTE: Students are also encouraged to take an advanced level Statistics Course

Not all courses listed in the menus are offered on an annual basis. Students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-489-8388
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
Staff

HDP1201H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.
Staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]

This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).
M.L. Arnold, M. Lewis, K.E. Stanovich and Staff

HDP1211H Psychological Foundations of Early Development and Education

This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs and curriculum areas, to child and family factors such as temperament and attachment, and to social factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.
J. Pelletier and Staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g. WISC-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations.

Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a prerequisite for course HDP 1216.

M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.

Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP1215.

M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.

J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year.

They focus on issues related to differential diagnosis and clinical practice.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.

Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.

N. Link

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research.

Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.

M. Peterson-Badali

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first MA year.

J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.

NOTE: Targeted to School and Clinical Child Psychology students; others by permission of instructor.

K. Scott and J. Jenkins

HDP1223H Depression in the Schools: Assessment, Prevention and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development.

S. Miezitis

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.

Staff

HDP1236H Developmental Psychopathology

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.

J. Jenkins

HDP1237H Development and Learning

This course will cover theories and models of development that are relevant to how people learn. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas. The course also examines motivation to learn, the development of higher order thinking, and communities of learning, both in terms of social and cultural contexts.

J. Peskin

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

HDP1238H Special Topics in Human Development and Applied Psychology: Vocabulary Development, Acquisition and Instruction

In this course we will examine research on how many words are learned in what order, and research on how vocabulary can be promoted in homes and classrooms. The relative importance of inference and explanation will be considered. Students will design vocabulary interventions.

A. Biemiller

HDP1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)

J. Hardacre and Staff

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

K. Scott and R. Volpe

HDP1259H Child and Family Relationships - Implications for Education

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood. Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.

C. Corter and Staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, special education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.

NOTE: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.

M. Peterson-Badali

HDP1265H Social and Personality Development

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.

M.L. Arnold, R. Volpe and M. Lewis

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the

functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
J. Hardacre and Staff

HDP1273H Psychology of Disability and Empowerment

The purpose of this course is twofold: 1) to develop theoretical and practical knowledge about the social context of disability, and 2) to promote the full and equal participation of persons with disabilities in society through empowerment. Barriers to an inclusive society will be explored and the roles that professionals may play in the disempowerment of persons with disabilities will be examined. The course assumes a cross-disability focus and is guided by the philosophies of independent living and community living, emphasizing human rights, self-determination, interdependence, equality, and full and valued participation in the community.
Staff

HDP1279H Preventative Interventions for Children at Risk

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and Staff

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
J. Jenkins and Staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and adolescents with learning disabilities and ADHD with an emphasis on the constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology students and M.Ed. students with an interest in adaptive instruction and special education.
T.W. Humphries and J. Wiener

HDP1287H Introduction to Applied Statistics [RM]

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics; an introduction to sampling, experimental design and statistical inference; contingency tables and Chi-square; t-test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze real data and to interpret the analytical results.
NOTE: Students who have previously taken CTL2004 are prohibited from taking this course.
R. Childs, R.G. Wolfe, R.E. Traub or Staff

HDP1288H Intermediate Statistics and Research Design [RM]

Survey sampling, experimental design, and power analysis; analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models; linear and multiple regression; multiple correlation; analysis of covariance.
NOTE: This course is intended primarily for OISE/UT students. Others must seek the permission of the instructor to register. Students who have previously taken CTL2808 are prohibited from taking this course.
Prerequisite: HDP1287 or equivalent.
R. Childs, R.G. Wolfe, R. Traub or Staff

HDP1289H Multivariate Analysis with Applications [RM]

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.
NOTE: Students who have previously taken CTL2809 are prohibited from taking this course.
Prerequisite: HDP1288 or equivalent.
R.G. Wolfe

HDP1291H Causal Inference and Structural Equation Modeling [RM]

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, confirmatory factor analysis, and general structural

equation modeling, students will be introduced to causal inference theories and techniques including propensity score matching and stratification, inverse-probability-of treatment weighting (IPTW), selection models, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and/or conducting empirical research about causality.
NOTE: Students who have previously taken CTL2011 are prohibited from taking this course.
Prerequisite: HDP1288 or equivalent.
Staff

HDP1292H Test Theory [RM]

Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.
NOTE: Students who have previously taken CTL2801 are prohibited from taking this course.
Prerequisite: HDP1287 or equivalent.
R.E. Traub

HDP1293H Applied Research Design and Data Analysis [RM]

This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g. balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.
NOTE: Students who have previously taken CTL2807 are prohibited from taking this course.
Prerequisite: HDP1288 or permission of the instructor.
R. Childs

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence.

Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.
Staff

HDP2200Y Child Study: Observation, Evaluation, Reporting and Research

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-researcher and issues in connecting research and practice will be emphasized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
C. Corter, R. Volpe and Staff

HDP2201Y Childhood Education Seminar and Practicum

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and Staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.
J. Hardacre and Staff

HDP2210Y Introduction to Curriculum

This full-year course provides an introduction to the basic elementary curriculum areas with an extended focus on the Early Years (JK/SK) and on Grades 1-6 Language & Literacy, Mathematics & Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Pelletier, J. Moss and Staff

HDP2211H Theory and Curriculum I: Language and Literacy

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
D. Willows and Staff

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Moss and Staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.

NOTE: This course is open only to students in the MA in Child Study and Education program.
J. Hardacre, R. Kluger and Staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of adaptive and assistive technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology.
Staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical perspectives. It is intended to provide students with knowledge, skills, and attitudes that will enable evidence-based understanding of what is involved in working with exceptional learners across a variety of settings, but primarily in an inclusive classroom situation. Focus is placed on curriculum being flexible in responding to diversity, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.
Staff

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of gifted children and adolescents; educational programs in regular and special classes.
D. Keating

HDP2287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.
J. Wiener and Staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
Staff

OISE/UT LIBRARY

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
Prerequisite: HDP2280H or equivalent
E. Geva

HDP2293H Interpretation of Educational Research [RM]

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.
Staff

HDP2296H Reading and Writing Difficulties

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.
NOTE: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.
D. Willows

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker.
Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.
C. Moore

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. =Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe and Staff

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.
J.W. Astington and Staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.
M. Ferrari and R. Volpe

HDP3205H Social and Moral Development

This course examines theoretical perspectives and contemporary research on socialization processes in childhood and adolescence, with particular emphasis on interpersonal relations and values acquisition. Specific topics include: distinguishing characteristics of social cognition (e.g., self-understanding, perspective-taking, and socio-moral reasoning); aspects of social and moral experience (e.g., peer relations, prosocial behaviour); and political dimensions of interpersonal relations (e.g., social responsibility, prejudice) and their manifestation in behaviours such as civic commitment and bullying. The role of gender and culture in development are pervasive themes throughout the course.
M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.
Prerequisite: Permission of instructor.
Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.

NOTE: Permission of the instructor is required.

E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.

J. Ducharme

HDP3225H Developmental Trajectories and High Risk Environments

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.

J. Jenkins

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology [RM]

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.

Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.

M. Ferrari, K. Stanovich and Staff

HDP3227H Multi-Level Modeling in Social Scientific and Educational Research [RM]

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher improvement, and organizational change. Multi-level modeling, also called "hierarchical linear modeling (HLM)", resolves the dilemma of "units of analysis". More importantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This course will cover basic two-level and three-level models, growth curve models, and multi-level experimental and quasi-experimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own research contexts.

Prerequisite: HDP1287 or equivalent

G. Hong

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, we will discuss cognition-emotion interaction and the development of this interaction over the lifespan. Contemporary approaches to modeling development will be introduced, along with some grounding in the neural basis of emotion. Emotional constraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the development of personality and psychopathology.

M. Lewis

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.

Staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere.We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.

Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP 1238.

OISE/UT LIBRARY

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year.
Open to School and Clinical Child Psychology students only.
Prerequisites: HDP1216 or equivalent and HDP1218 or equivalent and permission of the instructor.
N. Link

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.
NOTE: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.
Prerequisite: 1218 or equivalent and permission of the instructor.
N. Link

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1600 hour placement completed in the third or fourth year of doctoral study.
Prerequisites: HDP3241H and permission of instructor.
N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.
Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
J. Jenkins and Staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K. Stanovich and Staff

HDP3286H Developmental Neurobiology

In this course we will focus on brain systems involved in human emotion and self-regulation and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.
M. Lewis

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
NOTE This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.
J. Wiener

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.
J. Ducharme

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.
NOTE: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor is required.
D.M. Willows and Staff

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.
NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course schedules available in early March.
Staff

HDP9999Y Test Title

Test Description
Staff

JDS1233H Cognitive Development and Applications

This course provides an introduction to a variety of topics in cognitive development that are of contemporary interest. Basic knowledge of cognitive development theory and findings from infancy to adolescence is assumed. We cover those topics that are currently consuming significant research interest among cognitive developmentalists. These topics currently include concepts and conceptual change in infants, core domains in conceptual development, the organization of action in infancy, the onset of symbolic functioning, memory development, the use of the imagination, theory formation as a model for conceptual change, and scientific reasoning.
C. Moore

JDS1249H Social-Emotional Development and Applications

This course will review theories of social and emotional development, and then follow the child's social-emotional growth from birth through adolescence. Within the context of children's family and peer relationships we will consider the ways in which emotional and social experience becomes patterned, organized, and represented by the child and by others. We will examine the implications of these issues for problematic outcomes in families, daycares, and schools, and for prevention and intervention practices.
M. Perlman and M. Lewis

JDS3000H Advanced Methods in Developmental Science [RM]

The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately twelve topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in that particular area.
P. Zelazo and M. Lewis

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JPX1001H Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting.
Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
(Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)
C. Corter (Coordinator)

Sociology and Equity Studies in Education (SESE)
Département de sociologue et d'études de l'équité en éducation

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas reflect clusters of current faculty research and teaching interests. Students are encouraged to orient to these interests as well as to work across them through their course-taking and research work. Each of these clusters of interest offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

- Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-Racism Studies
- Feminist Studies and Gender Relations in Education
- Learning and Work

Sociology in Education is the study of the social context of education. The Department understands education as a broad, multi-faceted concept – that is, a social organization of knowledge, teaching, and learning which takes place both within and beyond schooling. 'Equity' is the lens through which we approach these phenomena. We blend with this vision the principles of interdisciplinarity and community engagement. Throughout our history, we have worked across, and attempted to bridge, divisions between theory and practice, insisting that the complexity of formal education settings and educational practices more broadly warrant equally complex and critical theoretical analysis.

Faculty participate in several related interdepartmental research areas, collaborative programs, research centres and the OISE/UT initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For application information and forms, visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic and Departmental Information

For academic and departmental information, visit the SESE Website: **www.oise.utoronto.ca/depts/sese**

If you require further application information, contact:
Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca

For Departmental program inquiries, contact:
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca

Chairs and Coordinating Faculty

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Chair of the Department, cross-appointed to the Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor, Associate Chair, SESE*(feminist studies of knowledge and education; historical sociology; cultural studies and communication; social and political thought; government, power, politics and subjectivity)*
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, Graduate Coordinator SESE, cross-appointed to the Department of Sociology and New College, University of Toronto
(family policy; gender-based analysis, integrative inequality analysis; women's studies; feminist eco-sociology)
meichler@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Associate Professor, Graduate Studies Academic Secretary
(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)
polson@oise.utoronto.ca

Faculty

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory and Policy Studies in Education, and Associate Dean of the School of Graduate Studies, University of Toronto
(gender and education; work, cultures, and careers of teachers and academics; teacher education; sociology of education; higher education)
sacker@oise.utoronto.ca

Jacqui Alexander, Ph.D. (Tufts)
Professor, cross appointed from the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(transnationalism, feminism, post-colonialism)
jacqui.alexander@utoronto.ca

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor, Head, Centre for Franco-Ontarian Studies (CREFO) and the Centre de recherche en éducation franco-ontarienne (on leave)
(Franco-Ontarian studies; sociology and history of special education; inclusive education)
nbelanger@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carl von Ossietzky University of Oldenburg)
Associate Professor
(global economics, migration and international relations; sociology of education and development; law, nation-building, race and sexuality)
rfolson@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor Emeritus
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
ebharvey@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies; Olympic Industry critique)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed to the Department of Adult Education and Counselling Psychology and the Department of Sociology
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
rng@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor (on leave)
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

OISE/UT LIBRARY

Peter Sawchuk, Ph.D. (Toronto)
Assistant Professor
(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory; Marxist theory)
psawchuk@oise.utoronto.ca

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(culture and communications; social and political thought; formation of historical consciousness; remembrance and learning; representations of mass violence and social suffering in video, film, literature, art and new media; Holocaust and genocide education; museum studies)
rsimon@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)
Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminism and transnationality; diaspora studies; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Rinaldo Walcott, Ph.D. (Toronto)
Associate Professor
(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)
rwalcott@oise.utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)
Associate Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nwane@oise.utoronto.ca

Terezia Zoric, B.A., B.Ed. (Toronto)
Lecturer, cross-appointed to the Department of Theory and Policy Studies
(school policy; social diversity; equity; teacher education; citizenship)
tzoric@oise.utoronto.ca

Faculty Teaching and Research Interests

Faculty and student interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five theme areas listed below. Students are not required to stay within a single theme area when selecting courses.

Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Indigenous and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint; images, in art, theatre, poetry, film and literature of Indigenous peoples; social and class differences, dominance, control politics, and social inequalities in regard to Indigenous peoples; and a special interest in developing, promoting, and sustaining healing and wellness, Indigenous and anticolonial thought in the academy and in community. The goal of this research area is to create spaces for Indigenous knowledges. Faculty include: George Sefa Dei, Paul Olson and Njoki Nathani Wane.

Critical Race and Anti-Racism Studies in Education

Courses in this research area provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Paul Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Culture, Communication and Critical Education

Courses in this research area are intended for those who wish to concentrate their studies in critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wish to add such courses to their program. Questions discussed include: the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in institutional settings and everyday life; explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media; studies of the social organization of knowledge and cultural forms and relations of power; cultural politics and policy; studies of the formation of audiences, spectators, readers and viewers; inquiry into language, text, discourse and communicative action; investigations of aesthetic practices, representations, performance and display; the production and circulation of historical and ethnological representations; studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices; studies of subjectivity, identity and agency; research of history, cultural memory and ethics. Faculty members associated with this area of study include: Sandra Acker, Nathalie Belanger, Kari Dehli, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, David Livingstone, Paul Olson, Peter Sawchuk, Roger Simon, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Feminist Studies and Gender Relations in Education

This research area offers courses on gender studies in the family, educational systems, and workforce; feminist theories and practice; gender, class, race, language, and cultural and biological reproduction; gender and sexualities; and women's health. Note that other courses offered by feminist faculty, but not listed in this research area, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kari Dehli, Margrit Eichler, Rose Baaba Folson, Monica Heller, Helen Lenskyj, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Learning and Work

Core courses: SES2942 and SES3949. This research area is devoted to a critical approach within teaching and research on the interrelations of organized/informal learning and paid/unpaid work in the context of societal change processes, and to identifying the roles of educators in improving these relations. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity, generation and disability on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training; the labour movement; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work. Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Paul Olson, Peter Sawchuk, Njoki Nathani Wane and Terezia Zoric.

This research area is also associated with the following:

- ✦ **Learning and Work Interdepartmental Research Area** (see page 181)
- ✦ **Workplace Learning and Change** research area in Adult Education and Counselling Psychology
- ✦ **The Secondary Program 4 (Education and Work)** in the Initial Teacher Education Program (see below)

Initial Teacher Education Program

Faculty members in the Sociology in Education Program participate in the Initial Teacher Education program through course delivery, program support and guest lecturing as well as through the Secondary Program 4 (Education and Work). This option is designed for initial teacher education students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two initial teacher education disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education and Community Development, and Counselling Psychology. However, initial teacher education students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:
Peter Sawchuk: psawchuk@oise.utoronto.ca

Centres

Three special interest research centres are presently based in the Department:

- ✦ Centre for Integrative Anti-Racism Studies
- ✦ Centre for the Study of Education and Work
- ✦ Centre for Media and Culture in Education

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 184 - 189 of this ***Bulletin***.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 179 - 183.

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 180.

Études franco-ontariennes en éducation

Voir le "Interdepartmental Research Areas Section," page 180.

Gender Equity in Education

See the Interdepartmental Research Areas Section, page 180.

Learning and Work

See the Interdepartmental Research Areas section, pages 181 - 182.

Collaborative Programs

Comparative, International, and Development Education

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Comparative, International and Development Education program. For complete details on the program, please see page 172.

Further information is available from:
Karen Mundy, Adult Education and Counselling Psychology or see: **<cide.oise.utoronto.ca>**.
E-mail: cide@oise.utoronto.ca

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see page 175.

Further information is available from:
Njoki Nathani Wane
E-mail: nwane@oise.utoronto.ca
OR
Roger Hansell, IES Coordinator of Graduate Studies
Telephone: 416-978-6409
E-mail: roger.hansell@utoronto.ca

Women's Studies (GCWS)

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Women's Studies program. For complete details on the program, please see page 176.

Further information is available from:
Margrit Eichler, SESE
E-mail: meichler@oise.utoronto.ca

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under Options II (eight half-courses and a Major Research Paper [MRP]), Option III (6 half-courses and a thesis), or Option IV (ten half-courses) with other specific requirements as stated in the individual offer of admission. This degree program has a unique professional character and is distinct from the M.A. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling.

The M.A. degree may be pursued full-time or part-time and requires a thesis.

The Ed.D. degree may be pursued on a full-time or part-time basis with specific course requirements (stated in the offer of admission). Students in this degree program may begin their studies on a part-time basis, but they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed. This degree program has a unique professional character and is distinct from the Ph.D. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling. In keeping with this focus, beginning in 2006-07 academic year, all Ed.D. students will be required to complete the 'Practicum in Sociology and Equity Studies in Education' (half-course).

Ph.D. students must maintain full-time status throughout their program of study (See Minimum Admission and Degree Requirements section, pages 21-27). All students in this degree program must also successfully complete a non-credit SESE Thesis Seminar course (SES1913) prior to comprehensive examination.

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

NOTE: Effective September 2006, the Department will be admitting a small number of students to the new Flexible-time Ph.D. Flexible-time Ph.D. students will register full-time during the first four years, and part-time during subsequent years of the program. The flexible-time Ph.D. degree has been designed to accommodate demand by practicing professionals for a Ph.D. degree that expects continued employment in areas related to their fields of research. Flexible-time Ph.D. students must complete the requirements of their degree within 8 years. All Ph.D. students must also successfully complete the non-credit course SES1913H the SESE Thesis Students' Seminar prior to the comprehensive examination.

Students are free to take all their courses within the department but may also take a portion of their courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or with prior permission, at another accredited university graduate program. The number of courses which **must be** taken in the department will vary by the type of degree (Ph.D., M.Ed., etc.). The minimum number of half-courses which must be taken in SESE is listed in the table below.

Degree	**Total # of courses required**	**Minimum # of courses in SESE required**
M.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
M.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
Ed.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
Ph.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses

Within these requirements, courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half-course of a student's program of study.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901 or SES1904. Students with little background in sociology are strongly encouraged to take SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- ***the Sociology and Equity Studies in Education Handbook*** available on the SESE Website **<www.oise.utoronto.ca/depts/sese>** which includes information about departmental and OISE/UT organization, facilities, and resources
- notices and information via e-mail through the departmental e-mail conference "SESE"

In addition, some faculty members run thesis support groups for their students.

Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2006 Summer Session and the 2006 Fall Session and 2007 Winter Session will be noted in the ***Graduate Studies Course Schedule*** available on-line at: **<www.ro.oise.utoronto.ca>.**

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 21 - 27), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants **must** list at the end of this statement, the research area or areas in which they have primary interest. It is preferable that the student also list at least one (or more) faculty member(s) whose work is of the greatest interest
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked
c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the Department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Master's students may enroll in the 3900 courses with the permission of the instructor.)

NOTE: The ***Graduate Studies Course Schedule***, available on-line at: **<www.ro.oise.utoronto.ca>** will record full descriptions of the 2006/2007 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
P. Olson

SES1902H Introductory Sociological Research Methods in Education [RM]

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1904H Introduction to Sociological Theory in Education

This course will introduce students to some of the 'classical' questions and arguments in sociological theory, and to some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course concentrates upon and questions the foundations of sociology and its early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, we will read reflexively to trace the various strategies that sociologists have used to know and represent the social and to claim scientific authority for sociological representations.
What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, DuBois and Freud to sociology.
K. Dehli and Staff

SES1905H Qualitative Approaches to Sociological Research in Education [RM]

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
M. Heller and Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.

M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.

M. Eichler

SES1911H Sociologie de l'éducation specialiseé

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.

N. Bélanger

SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.

K. Dehli

SES1913H SESE Learning to Succeed in Graduate School (NON-CREDIT)

This non-credit course is required for all SESE Ph.D. students, though SESE students from other degrees may enroll in the course. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc.. There will be some guest speakers. The coordinator will be Margrit Eichler. You must register for this course in order to receive credit.

M. Eichler

SES1915H Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture.

Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.

R. Simon

SES1921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.

G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.

G.J.S. Dei

SES1923H Racism, Violence, and the Law: Issues for Researchers and Educators

The course seeks first and foremost to deepen awareness of the role of violence in maintaining racial hierarchies. Its approach is to explore the racial violence of colonialism, of periods of racial terror (lynching, the Holocaust), and of the New World Order (in particular, the post-911 environment, and the violence of peacekeeping and occupations), as well as police brutality and street violence. Through a feminist and anti-racist framework, we explore how racial violence is sexualized and gendered, and how it operates as a defining feature of relations between dominant and subordinate groups. The course examines how racial violence is linked to empire and nation building, and how individuals come to participate directly or indirectly in these racial and gendered social arrangements. Through an examination of how racial violence is dealt with in the law, the course considers how white society both schools its citizens in racism and actively maintains a colour line.

S. Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.

G.J.S. Dei

SES1925H Savoir indigène et décolonisation

Ce séminaire examine diverses formes du savoir indigène et marginalisé dans des contextes locaux et globaux et les implications pédagogiques de ce savoir sur le changement éducationnel. Au départ, nous offrirons un bref aperçu sur le processus de production, d'interrogation, de validation et de dissémination du savoir dans divers contextes sociaux. Il existe présentement une critique à l'égard des conceptions théoriques liées à ce que constitue un savoir 'légitime' et comment un tel savoir est produit et disséminé sur les plans local et global. Ainsi, l'accent sera particulièrement mis sur la validation des épistémologies autres que occidentale et la contribution de ces épistémologies à travers des perspectives multiples et collectives de voir et interpréter le monde. Parmi les sujets étudiés, on compte: les principes et les formes du savoir indigène, les rapports de pouvoir, les différences sociales et, finalement, l'identité et la représentation dans le processus de production du savoir indigène. Nous nous pencherons aussi sur l'appropriation culturelle et l'économie politique de production du savoir; le savoir indigène et la science de l'éducation; le savoir indigène, la mondialisation et la modernité, le savoir indigène et le changement social. Afin de bien saisir les implications pédagogiques du savoir indigène, nous utiliserons du matériel pédagogique dérivé de plusieurs contextes sociaux de divers pays du monde.

A. Madibbo

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.

G.J.S. Dei

SES1926H Race, Space and Citizenship: Research Methods [RM]

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.

S. Razack

SES1927H Global Economic Restructuring – International Migration – Immigration Policies (Canada, U.S., Germany)

This course will look into different aspects of the trend known as "Globalization". Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of "globalization" and also how nation-states are implicated in their im-migration histories.

R. B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices;

school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
P. Olson

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.
N. Bélanger

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.
N. Bélanger & Staff

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
R. Walcott

SES1957H Doing Disability in Theory and Everyday Life

This course will investigate "disability" from the interplay/tension between every day life experience and wider social context.

Theories of the body, of normalcy, of the subject, and of the production of 'differences' are taken up in relation to the writings of people with disabilities. The course takes a cross-disability perspective and incorporates the work of disability activists and disability movements.
Staff

SES1958H The Internet and Cyberspace: Issues of Culture, Identity, Access and Control

Cyberspace—an expression linking people, computers and sources of information—can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the development and practices of Internet use and of Cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to dominant understandings of culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Students will discuss and analyze cultural, social, political and economic issues and controversies around access, parental and educator control over children's usage, privacy and security, content, copyright and intellectual property.
Staff

SES1959H Theoretical Frameworks in Culture, Communications and Education

This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms deeply implicated in how we maneuver the everyday social world.
R. Walcott

SES1982H Women, Diversity and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
H. Lenskyj and S. Acker

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
S. Razack

OISE/UT LIBRARY

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

H. Lenskyj

SES1988H Diversity and Social Justice Issues in Physical Education, Recreation and Sport

The main objective of the course is to develop a critical sociological analysis of interlocking systems of oppression — sexism, classism, racism, homophobia, ableism — and their manifestations in physical education, recreation and sport. Feminist, socialist and antiracist analyses will be used, with a focus on the pedagogical implications. Readings and discussions will investigate the experiences of disadvantaged sociocultural groups, including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, and people with disabilities, and will examine various social contexts, including schools, universities and communities. Developments since the 1990s will provide a context for current trends in Canada, US, UK, Australia and elsewhere.

H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory — a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.

N. Wane

SES1992H Feminism and Poststructuralism in Education

In this course, we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.

K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.

M. Eichler

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.

Staff

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.

Staff

SES2940H Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.

D.W. Livingstone and P. Sawchuk

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.

D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

P. Sawchuk

SES2970H Indigenous Peoples and Medias: Theorizing, Decolonizing, Cultural Vitalization and Self-Determination

Cultural productions in which Indigenous peoples engage to tell stories, resist subordination, and share cultural forms and practices include artists and activists' texts, images, films, and stories, media, film, photography, newspapers, written texts, research documents, literary texts, Internet communications and web sites. These productions will help us question and challenge myths about Indigenous peoples which replicate and reproduce stereotypic understandings of Indigenous peoples, beginning a process of decolonizing our minds and embracing Indigenous representations of Indigenous peoples. This course will involve literature/productions from Indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions undertake a critical examination of imperialism, history, writing and theory in regard to Indigenous peoples, focusing on strategies of resistance through writing and cultural production, and engaging in theorizing, decolonizing, cultural resistance through writing and cultural production and engaging in theorizing, decolonizing, cultural vitalization and self-determination.

J. Iseke-Barnes and Staff

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department.

The topics will be announced and described in the schedule of courses.

Staff

SES3900H Advanced Issues in Sociological Research Methods in Education [RM]

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.

Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education [RM]

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.

Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education [RM]

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.

Prerequisite: SES1922H or permission of instructor.

G.J.S. Dei

OISE/UT LIBRARY

SES3911H Cultural Knowledges, Representation and Colonial Education

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.

Prerequisite: Masters students need approval of instructor.

N. N. Wane

SES3912H Race and Knowledge Production: Research Methods [RM]

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.

S. Razack

SES3913H En/Coding Domination: Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class "fault" lines.

R. B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.

G.J.S. Dei

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller

SES3930H Methods to Avoid Sexist, Racist and Ableist Biases in Research [RM]

This course will familiarize the student with a particular approach to identify biases in research based on social hierarchies - the BIAS FREE approach (Building an Integrative Analytical System for Recognizing and Eliminating Biases in Research and Policies). We will examine sexist, racist and ableist biases in research, how to recognize them in the literature, and how to avoid them in one's own work.

M. Eichler

SES3932H Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.

S. Acker

SES3933H Theorizing Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. 'Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to the politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of imperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary

spectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear on their engagement with transnationality. What are some of the implications for theory, for activism, for imaginative and pedagogical practices?
D. A. Trotz

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The first section of the course examines a set of mostly failed attempts at large-scale, "top down" and centrally-driven reform efforts, aiming to understand why they typically have failed. The second section examines a large set of successful change efforts, mostly in "developing" nations, which are radically altering the "forms of formal schooling" and achieving significant learning gains among very poor children, particularly girls. This section draws upon the resources of a large international research program involving students, academics, and practitioners from around the world which is analyzing a database of more than 150 such "success stories". Finally, we consider what educators in wealthy nations such as Canada can learn from the successes of their colleagues in much poorer nations.
J.P. Farrell

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, policy, and political subjectivity in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.
K. Dehli

SES3949H Advanced Studies in Learning and Work

A research seminar which will aid students to pursue thesis-related topics in this field. Topics will include: a critical overview of theories of workplace learning in diverse cultural and historical contexts; general studies of the changing nature of paid and unpaid work and different forms of learning in contemporary societies; transitions between education and paid employment; class, gender, race, age and ability-based differences in learning and work relations; and relations between workplace redesign and educational reform alternatives.
D. W. Livingstone

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.
Staff

Cross-listed courses

Always consult with your SESE departmental advisor as soon as possible about the cross-listed status of courses. In general, a letter signed by you and your advisor, and approved by the SESE Graduate Program Committee chair is required in order that a course not offered by SESE be counted toward your SESE departmental requirements. For those SESE students enrolled in Collaborative programs or Interdepartmental Research Areas, core courses listed under other departments will be considered cross-listed without such a letter. Individual reading courses will not be counted toward fulfilling your SESE departmental requirements unless they are taken under the course codes SES2998 (master's level) or SES3998 (doctoral level).

CTL1318H Teaching Conflict and Conflict Resolution

This seminar examines the theoretical and practical challenge of teaching young people (and giving them opportunities) to handle interpersonal and social conflict. The course examines the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, governance, and social relations, from Canadian and international/comparative/cross-cultural perspectives. It focuses on analyzing how various kinds of education about conflict fit in, and can challenge, the regularized activities, assumptions, and curriculum of schooling, and also on how the management of conflict implies and shapes 'citizenship' expectations, social exclusion and inclusion. The course emphasizes implicit and explicit conflict management and conflict learning in formal (school) settings, but also examines the relationships between schools and other cultural and socio-political institutions. Participants will become skilled in analyzing research and experience regarding the conflict learning opportunities and equity dilemmas that are embedded in patterns of institutional activity and curriculum, and in various initiatives to teach or facilitate conflict resolution.
K. Bickmore

JSA5147H Language, Nationalism and Post-Nationalism

The purpose of this course is to examine the relationship between ideologies and practices of language and nation, from the period of the rise of the nation-State in the 19th century to current social changes related to the globalized new economy which challenge prevailing ideas about language and nation. We will discuss the role of language in the construction of major European nation-States and in their colonial expansion; the role of language in post-colonial nation-building; the construction, positioning and repositioning of so-called linguistic minorities and indigenous rights movements (the concept of immigration is relevant, of course, but falls beyond the scope of what we can cover here); the commodification of language and identity in the current economy; language and globalization; and current debates on the ecology of language and language endangerment. Throughout we will also examine the role of linguists, anthropologists and other producers of discourse about language, nation and State in the construction of theories of nation, ethnicity, race and citizenship.
M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. Some researchers have sought to probe the thinking processes of teachers, particularly the way in which knowledge is expressed in action: others have explored the pivotal role of teachers in school effectiveness and innovation; others have developed models of teachers as workers under threat; still others have anlaysed the extent to which gender structures teachers' lives and careers. This course provides an introduction to such topics, at the same time encouraging students who are or have been teachers to reflect upon their own experience and the context in which it occurs.

We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.
S. Acker and Staff

Theory and Policy Studies in Education (TPS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

- **Educational Administration**
- **Higher Education**
- **History and Philosophy of Education**

The History and Philosophy of Education Program represents cognate disciplines. The Educational Administration and Higher Education Programs represent the application of cognate scholarship to domains of practice. Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

The Department also participates in two Collaborative Programs:

- **Comparative, International and Development Education**
- **Graduate Collaborative Program in Women's Studies**

The Department offers the **Certificate in School Management** and, as well, has an important initial teacher education function.

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

- Educational Administration
- Higher Education
- Health Professional Education (M.Ed. only)
- History of Education
- Philosophy of Education

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
lromero@oise.utoronto.ca

Academic Information

Educational Administration

Reva Joshee, Ph.D. Program Coordinator
Blair Mascall, M.A./M.Ed. Coordinator
Jim Ryan, Ph.D./Ed.D. Coordinator

Higher Education

Dan Lang, Program Coordinator

History of Education

Cecilia Morgan, Coordinator

Philosophy of Education

Dwight Boyd, Coordinator

Chairs of the Department

Nina Bascia, Ph.D. (Stanford)
Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor and Associate Chair
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Interdepartmental Research Area

Gender Equity in Education

This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

For more information see page 180 and/or contact:
Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating TPS Faculty:
Stephen Anderson, Nina Bascia, Ruth Hayhoe and Reva Joshee

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 172 - 175 of this *Bulletin* and on the CIDE Website at **<cide.oise.utoronto.ca>.** You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the Department of Theory and Policy Studies in Education that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this *Bulletin* (pages 174 - 175).

TPS1016H	School Program Development and Implementation
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1020H	Teachers and Educational Change
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS1832H	East Asian Higher Education
TPS2006H	Educational Finance and the Economics of Education
TPS3017H	Problems in the Finance and Economics of Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3045H	Educational Policy and Program Evaluation
TPS3423H	Education and Family Life in the Modern World II
TPS 3447H	Theories of Modernity and Education I
TPS 3806H	Case Studies in Comparative Higher Education
TPS 3810H	International Academic Relations

A wide selection of additional courses is available across participating departments. See the entry on pages 174 - 175 in this *Bulletin* or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Graduate Collaborative Program in Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at New College and the Program advisor in the student's OISE/UT home department. Further information is available on page 176 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***.

Educational Administration Program

Reva Joshee, Ph.D. (Univ. of British Columbia)
Associate Professor and Program Coordinator
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Blair Mascall, Ph.D. (Toronto)
Assistant Professor, and M.A/M.Ed. Coordinator
(school change; leadership; large-scale educational reform)

James J. Ryan, Ph.D. (Toronto)
Professor, and Ph.D./Ed.D. Coordinator
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Professor and Chair
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Joseph Flessa, Ph.D. (California at Berkeley)
Assistant Professor
(Urban educational policy, politics, and reform; principals and other leadership roles; school context; social and educational inequalities)

Denis Haché, Ph.D. (Montreal)
Associate Professor
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

Benjamin Levin
Professor, Canada Research Chair
(educational leadership; educational finance; educational policy)

OISE/UT LIBRARY

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Associated Instructor

Avi Hyman, Ed.D. (Toronto)
Faculty of Medicine and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Professors Emeriti

John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, and Social Diversity in Education. Students may choose to focus their attention on courses in one of these four research areas or to explore the field more broadly. Several degree and non-degree programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate in School Management

The Certificate in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirely through the Educational Administration Program.

All correspondence and fees should be sent to:

Marion Morgan
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 2005/2006, the full-time annual fee was $6,416.00 and the half-course fee was $1,050.55.

Program Requirements

The requirements consist of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS2006;
c) two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The M.Ed. and Ed.D. degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. degree programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typicall interested in the ideas in this applied field of study, and their research involves the application of ideas to practice.

The M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career in the university or in research.

Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 21 - 27, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter
b) an interest in the study and practice of administration
c) academic qualifications beyond the first degree
d) two letters of reference (see Application Procedures section, page 28). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague

Degree Requirements

Beginning with the 2005/2006 academic year, students will select from the following three options:

Option II which is comprised of:

a) three required courses

TPS1003	Conducting Research in Educational Administration [RM]
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) five other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity
) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member

OR

Option III which is comprised of:

a) three required courses

TPS1003	Conducting Research in Educational Administration [RM]
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) three other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity
c) a comprehensive thesis to be carried out under the guidance of a faculty member

OR

Option IV which is comprised of:

a) four required courses

TPS1004	Introduction to Research Literacy in Educational Administration [RM]
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling
TPS1050	Themes and Issues in Policy, Leadership, Change, and Diversity

NOTE: TPS1004, TPS1040 and TPS1041 should preferably be the first courses taken in the student's program of study. TPS1050 should normally be taken as the final course in the student's program.

b) six other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity

Students contemplating applying to a doctoral program of study which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

LIBRARY

The M.Ed. degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students are past the 'minimum period of registration' or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

Off-Campus and Distance Education Courses - (M.Ed. and Certificate students)

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available on-line at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2006.

Further information is available from:
Blair Mascall, M.A./M.Ed. Coordinator
Telephone: 416-923-6641 ext. 2302
E-mail: bmascall@oise.utoronto.ca

Doctor of Education

The Ed.D. program in Educational Administration is a cohort-based program intended to develop highly competent leaders for senior administrative positions in school systems, colleges, universities, and other educational institutions (such as the Ministry of Education). The program is specifically designed to help working professional educators develop the intellectual and research skills to refine their practice as leaders in school systems and in post-secondary education. Candidates for this program have the opportunity to undertake a significant academic accomplishment while continuing to work at their current roles.

The focus of the program is on advanced, theory-informed, professional practice and accordingly, this program values the world of practice as a rich field for research and reflective practice. Reflective practice is used as the lens through which advanced theory and research on policy, leadership, change, and social diversity are applied to practical administrative problems. The program is designed to satisfy the needs of leaders who recognize the need for further professional inquiry and analysis to deal with the increasing complexity of problems related to the operation of educational organizations. Through their studies in this program, candidates will seek to understand theory, make research-informed decisions, examine their own practice, critically evaluate policy, and engage others in collaborative endeavours to improve student learning.

Candidates to this program may be from post-secondary education, elementary and secondary schools, and other educational institutions. Diversity is valued and encouraged in order to build wider understandings of the work in educational leadership across organizations. Candidates should be aware this program takes a minimum of three years to complete and includes a thesis requirement.

Key aspects of the Ed. D. program include the following:

Cohort: The program is cohort-based in order to encourage the development of networking and communication skills, to build a collegial community of practice and quality connections between students and faculty.

Sequence: In order to support the cohort model, there is a specified sequence to the recommended courses.

Practice: The courses are based in the practice of educational administration and focus on reflective practice. Knowledge and theory are applied to address issues and problems the administrators are facing in their work.

Research: This program encourages candidates to lead future research and evaluation work in educational settings. There is, in addition, a strong reflective practice basis to the course offerings, including one reflective practice course.

Admission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements, the Educational Administration program specifies the following for admission to the Doctor of Education program:

a) the applicant should hold a Master's degree with specialization in Educational Administration or an equivalent degree. Additional coursework may be required from those who do not have a background in administrative studies. A qualifying research paper (QRP) will be required

b) the applicant must be in a successful leadership position in education; or must have held a leadership position successfully; or must demonstrate potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant secures from a senior administrator to whom the applicant ha reported, commenting on the applicant's achievement in identifying and solving educational problems; ability to lead others; accomplishments; and awarenes of current social and educational issues. A curriculum vitae must be submitted

c) the applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement

Degree Requirements

The Ed.D. degree program is organized into five complementary components:

1) Ed.D. core courses are six mandatory half courses:

TPS3025	Personal and Professional Values of Educational Leadership (examines the personal and professional values and ethics of educational decision-making and policy)
TPS 3040	Administrative Theory and Educational Problems I: People and Power in Organizations (applies theory and research to problems of people, power, and policy in organizations)
TPS 3041	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education (examines the content, development, and significance of educational policy)
TPS 3042	Field Research in Educational Administration (a field research course where candidates examine methods of field research, action research and case studies in educational administration)
TPS 3044	Internship/Practicum in Educational Administration (there are three options – all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and work with a mentor/mentee)
TPS 3047	Research Seminar on Research in Authentic Settings (the focus is as a participant in the research – reflective practice and/or action research)

2) Two other half courses, one of which must be at the 3000-level;

3) Successful completion of a portfolio of reflective practice;

4) A thesis proposal hearing;

5) A doctoral thesis, one component of which may be a document of the kind used in the field, such as a policy document or policy handbook, white paper or restructuring plan.

ntake

ntake to the program occurs every three years, allowing he third year to be an intake year.

rogram Design

n Year 1, there are three required Foundation courses:

May/June – 1 required course (TPS3040)
July/August – 1 required course (TPS3041)
Sept - April – 1 required online course (TPS3025) and 1 elective

In Year 2, the course load is four courses:

May/June – 1 required course (TPS3042)
July/August – 1 elective (second elective)
Sept-April – 2 required courses (TPS3044 and TPS3047)

NOTE: May/June courses are offered on Friday afternoon / Saturday to allow working professionals to take the program while continuing to work and to attend from a wider geographical region.

How this Ed.D. program differs from the Ph.D.:

- ✦ Application (includes CV and experience in admin)
- ✦ Internship course (includes the internship/practicum)
- ✦ Research course (includes action research component)

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this ***Bulletin***, applicants should contact the M.A. or Ph.D. Program Coordinators in the Educational Administration Program.

Admission Requirements

Admission to the M.A. degree program requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program of study, completed with the equivalent of a University of Toronto **B+** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 21 - 27). The

M.A. program of study consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 21 - 27.

Degree Requirements

✦ Master of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE/UT, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000-level.

✦ Doctor of Philosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

The Ph.D. program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the M.A. or Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:

Blair Mascall, M.A./M.Ed. Coordinator
Telephone: 416-923-6641 ext. 2302
E-mail: bmascall@oise.utoronto.ca
or
Jim Ryan, Ph.D/Ed.D. Coordinator
Telephone: 416-923-6641 ext.2438
E-mail: jryan@oise.utoronto.ca

Program Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

Policy

TPS1005	The Computer in Educational Administration
TPS1018	Political Skill in the Education Arena
TPS1024	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS1027	The Search for Educational Quality and Excellence in a Global Economy
TPS1027	La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy Delivery in Schools
TPS1030	The Legal Context of Education
TPS1036	Planning in Educational Organizations
TPS1045	Language Policy Across the Curriculum
TPS2006	Educational Finance and the Economics of Education
TPS3018	Governing Education: A Seminar on Politics
TPS3030	Advanced Legal Issues in Education
TPS3037	Strategic Planning in Educational Organizations
TPS3045	Educational Policy and Program Evaluation

Leadership

TPS1016	School Program Development and Implementation
TPS1026	Evaluation of Professional Personnel in Education
TPS1042	Educational Leadership and Cultural Diversity
TPS1047	Managing Changes in Classroom Practice

TPS1048	Educational Leadership and School Improvement
TPS3025	Personal and Professional Values of Educational Leadership
TPS3046	Gender Issues on Educational Leadership
TPS3047	Research Seminar on Leadership and Educational Change

Change

TPS1012	Organizational Culture and Decision-Making
TPS1020	Teachers and Educational Change
TPS1025	School Effectiveness and School Improvement
TPS1036	Planning in Educational Organizations
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3020	Educational Change in the Postmodern Age
TPS3037	Strategic Planning in Educational Organizations
TPS3047	Research Seminar on Leadership and Educational Change

Social Diversity

TPS1019	Diversity and the Ethics of Educational Administration
TPS1042	Educational Leadership and Cultural Diversity
TPS1045	Language Policy Across the Curriculum
TPS3046	Gender Issues on Educational Leadership
TPS3055	Democratic Values, Student Engagement and Democratic Leadership

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

JCT2000H Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed. Admin.) Program in TPS.

R. Wolfe

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.

R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable.

NOTE: This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.

R. Wolfe

TPS1003H Conducting Research in Educational Administration [RM]

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.

NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.

D. Hache, S. Padro and J.J. Ryan

TPS1004H Research Literacy in Educational Administration [RM]

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.

NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.

S. Pedro, B. Mascall and J. Flessa

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.
S. Padro

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
S. Anderson

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
J. Portelli

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
N. Bascia and B. Mascall

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

TPS1024H Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.
J. Portelli

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
D. Hache

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
Staff

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.
D. Haché

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.
D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.
S. Padro

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.

NOTE: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.
J.J. Ryan, J. Portelli, B. Mascall and Staff

TPS1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.
NOTE: All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.
D. Hache, J.J. Ryan and Staff

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.
J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
Staff

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
S. Anderson

TPS1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
B. Mascall and J.J. Ryan

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS2006H Educational Finance and the Economics of Education

This course is about the resources that support schools, colleges, and universities; how the resources are raised; how they are allocated; how they are budgeted for, how they are economically justified, and how they are accounted for. The course is also about connections between investments in education and the larger economy, between the organizations of systems and the way funding is allocated and accounted for, between forms of budgets and the efficiency with which funding is deployed, and between funding and educational quality.
D. W. Lang and Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 2006H or permission of instructor.
Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
J. Flessa, J. Gaskell and Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
N. Bascia

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
Staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
Staff

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J.J. Ryan and Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.

S. Padro, R. Joshee and Staff

TPS3042H Field Research in Educational Administration [RM]

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.

J.J. Ryan

TPS3043H Survey Research in Educational Administration [RM]

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003H or CTL2004H or SES1902H or permission of the instructor.

S. Padro and Staff

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

Staff

TPS3045H Educational Policy and Program Evaluation

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.

N. Bascia

TPS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.

N. Bascia

TPS3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

Staff

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.

Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.

J. Portelli

Higher Education Program

Daniel W. Lang, Ph.D. (Toronto)
Program Coordinator and Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Anthony C. Chambers, Ed.D. (Florida)
Assistant Professor
(student development, student engagement, civic engagement)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, Ph.D. (Toronto)
Professor and Associate Dean, Academic
(systems and politics of higher education in Canada)

Berta Vigil Laden, Ph.D. (Stanford)
Associate Professor
(higher education access and equity for students; faculty; organizational governance and structures; community colleges; student development; qualitative research theory and methods)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from Adult Education and Counselling Psychology
(feminist, anti-racist and anti-colonial studies; immigrant women and globalization; health, body and embodied learning; social movement learning; integrative approaches to equity in education; qualitative methods, especially feminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(the law and higher education)

Professors Emeriti

Michael Skolnik, B.Phil. (Oxford)
Cicely Watson, Ph.D. (Harvard)
David Wilson, Ph.D. (Syracuse)

Associated Instructors

Mathieu Albert, Ph.D. (Montreal)
Assistant Professor, Cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(sociology of sport, education and technology, production of knowledge)

Pat Armstrong Ph.D. (Carleton)
Professor, Department of Sociology, York University
(health care policy, structure of work, women and health)

Zubin Austin, Ph.D. (Toronto)
Assistant Professor, Faculty of Pharmacy
(learning and development in the health professions)

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education, York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

W. Berry Calder, Ed.D. (Toronto)
Director, Higher Colleges of Technology, United Arab Emirates
(change management, survey research and design, strategic planning, organizational communications, the community college, student outcomes)

Vanaja Dhruvarajan, Ph.D. (Chicago)
Senior Scholar and Professor of Sociology
University of Winnipeg
(globalization, gender and anti-racism)

John G. Dimond, Ph.D. (Toronto)
Secretary Emeritus, The Governing Council, University of Toronto
(governance; faculty and executive recruitment)

Peter Dietsche, Ph.D. (Toronto)
Vice-President of Research, Mohawk College of Applied Arts and Technology
(student development; educational excellence; organizational change; strategic planning)

Adam Dubrowski, Ph.D. (Waterloo)
Assistant Professor, cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(surgical training; eyecare, education and support)

Jason Frank, M.D. (Ottawa), M.A. (Toronto)
Assistant Professor, Faculty of Medicine, University of Ottawa
(health science labour planning, evaluation)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Robert A. Gordon, Ed.D. (Massachusetts)
President, Humber College Institute of Technology and Advanced Learning
(the community college, leadership and administration in higher education)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(professional development)

Avi Hyman, Ed.D. (Toronto)
Faculty of Medicine and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Merle Jacobs, Ph.D. (York)
Assistant Professor, Department of Sociology, York University
(employment equity for racial minorities and Aboriginal people in Health Care)

Katharine Janzen, Ed.D. (Toronto)
Associate Vice President, Seneca College
(leadership and change in education; teaching/learning strategies; theory and practice of curriculum development)

Gabrielle Kane, Ed.D. (Toronto)
Assistant Professor, Department of Radiation Oncology, Faculty of Medicine
(distance education, interactive learning, professional competence)

Heather Lane, Ph.D. (Bowling Green)
Director of Student Life, University of Guelph
(student development; student residential life)

Vicki LeBlanc, Ph.D. (McMaster)
Assistant Professor, cross-appointed from Wilson Centre, for Research in Education, Faculty of Medicine
(para-professional education, continuing education)

Jing Lin, Ed.D. (Michigan)
Associate Professor, Department of Educational Policy and Leadership, University of Maryland-College Park
(comparative higher education, education and cultural sustainability)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(communication in health professional settings; qualitative research methods)

Geraldine (Jody) Macdonald, Ed.D. (Toronto)
Senior Lecturer & Chair, Undergraduate Program, Faculty of Nursing, University of Toronto
(new faculty development; course design; holistic and transformational learning)

Jodi Herold McIlroy, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine
(faculty development; evaluation of professional competence; inter-professional communication)

Ann Mullen, Ph.D. (Yale)
Assistant Professor, cross-appointed from Department of Sociology, Faculty of Arts and Science
(education, inequality, gender, and sociology of culture)

Louise Mullins Nasmith, M.D., M.Ed., (McGill)
Professor, Department of Public Health Sciences, Faculty of Medicine
(small group teaching; clinical education; faculty development)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Health Policy and Management, York University
(health effects of income inequality and poverty; the quality of life of communities and individuals)

Scott Reeves, Ph.D. (City University, London)
Associate Professor, The Wilson Centre, Faculty of Medicine
(inter-professional practice, training, and collaboration

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Dorothy Goldin Rosenberg, Ph.D. (Toronto)
Volunteer Education Co-ordinator, the Women's Healthy Environments Network (WHEN)
(transformative higher education and feminist activism for sustainability)

Souraya Sidani, Ph.D. (Arizona)
Professor, Faculty of Nursing
(evaluation of interventions; research methods; measuring clinical effectiveness)

Nicole Woods, Ph.D. (McMaster)
Lecturer, Department of Surgery, Faculty of Medicine
(learning and memory; applied cognition; medical education)

Stacey J. Young, Ph.D. (Toronto)
Policy Analyst, Ontario Ministry of Training, Colleges and Universities
(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems)

Degrees

Master of Education

The Higher Education Program offers an M.Ed. in Higher Education as well as an M.Ed. in Health Professional Education. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed. **Option I** program of study and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. Professor Daniel Lang can provide more information on the M.Ed. in Health Professional Education.

Degree Requirements:

Option I (M.Ed. in Higher Education)
a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) eight half-courses, of which at least three must be in Higher Education
c) a written General Comprehensive Examination

Option II (M.Ed. in Health Professional Education)
a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education;
c) a research project (Masters Research Paper)
d) a written General Comprehensive Examination

Master of Arts

Applicants must submit evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level.

Degree Requirements:

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) four additional half-courses, of which at least three must be in Higher Education
c) a thesis
d) a written General Comprehensive Examination

Off-Campus and Distance Education Courses

Some existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for both off-campus and on-campus courses will be available at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2006.

Doctor of Education

The Ed.D. degree program may be taken either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required. The year of full-time study does not have to be contiguous.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. If the applicant is offered admission, this will constitute a Qualifying Research Paper that otherwise would be required.

Degree Requirements

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally they would include:
  - TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education.
  - at least two half-courses in Higher Education
  - a half-course in research methodology approved by the faculty advisor
  - one half-course selected either in Higher Education or in another graduate program at OISE/UT, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
  - a supervised applied research practicum (equivalent to one half-course)
  - a collaborative pro-seminar (equivalent to one half-course)

b) a written General Comprehensive Examination (if not completed previously)

c) a Doctoral Specialization Examination

d) a thesis reporting the results of original research on an applied topic in post-secondary education

Community College Leaders Research Area

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leaders research area are generally the same as for the regular Ed.D. degree program. The main differences are:

a) the Community College Leaders research area is focussed on the study of community colleges

b) is delivered in a cohort format

c) requires two consecutive Summer Sessions of full-time attendance. Full-time registration must be maintained from September through August each year thereafter.

For more information about the Community College Leaders research area, contact:

Michael Skolnik, Theory and Policy Studies in Education
E-mail: mskolnik@oise.utoronto.ca
OR
B. Vigil Laden, Theory and Policy Studies in Education
E-mail: bvladen@oise.utoronto.ca

Doctor of Philosophy

The Ph.D. program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. If the applicant is offered admission, this will constitute a Qualifying Research Paper that otherwise would be required.

Degree Requirements

a) a minimum of six half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally these would include:
  - TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education
  - at least two half-courses in Higher Education
  - a half-course in research methodology approved by the faculty advisor
  - one half-course selected either in Higher Education or in another graduate program at OISE/UT, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto

b) a written General Comprehensive Examination (if not completed previously)

c) a Doctoral Specialization Examination

d) thesis reporting the results of original research in post-secondary education

Further information is available from:

Daniel Lang, Program Coordinator
Telephone: 416-923-6641 ext. 7116
E-mail: dan.lang@utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction, focusing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.
L. Muzzin

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
M. Skolnik and B. Vigil Laden

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
NOTE: This course with a systems focus complements TPS1811H, which has an institutional focus.
D. Hache and D.W. Lang

TPS1808H Research in Health Professional Education [RM]

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.
NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.
G. Regehr and L. Lingard

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
J. Herold McIlroy

TPS1811H Institutional Research and Planning [RM]

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.
NOTE: This course with an institutional focus complements TPS1807H, which has a systems focus.
D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.

L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.

V. LeBlanc

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.

J.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

J. L. Magnusson

TPS1817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.

L. Muzzin

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.

Staff

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

M.L. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.

Staff

TPS1821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.

M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

D.W. Lang

TPS1825H Comparative Education Theory and Methodology

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method.

The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

R.E.S. Hayhoe

TPS1826H Comparative Higher Education

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative education and disciplines such as history, sociology and anthropology as they apply to understanding higher education in global context. It also takes both a regional and a thematic approach in looking at higher education across different societies. Themes covered in the course include gender in higher education, curricular patterns across different societies, student issues and the relation of higher education to the state.

R.E.S. Hayhoe

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

J.L. Magnusson

TPS1832H East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.

R.E.S. Hayhoe

TPS1833H Academic Capitalism: Higher Education with a Corporate Agenda

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

L. Muzzin

TPS1834H Qualitative Research in Higher Education [RM]

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionish, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography, autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.

L. Muzzin

TPS1837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints of scientific certainty and uncertainty in today's complex world in order to address lifestyle as well as public policy changes. The issues are framed within the broad socioenvironmental perspectives on health promotion reflected in the goals of the Ottawa Charter for Health Promotion - strengthening community action, developing personal skills, creating supportive environments, helping in skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPEHC, IJC, Van Esterik and Health Canada.

Staff

TPS1838H Continuing Education

The intent of this course is to explore current issues in continuing education including: access, quality, cost, profit/nonprofit providers and the use of technology. Of particular interest are the needs of a diverse population of adult learners, especially with respect to part-time study and factors related to the successful completion of Continuing Education programs; the roles of colleges, universities, the work place and professional organizations in the provision of non-credit as well as baccalaureate and post baccalaureate programs; the impact of educational technologies on the accessibility and the quality of continuing education.

A. Hildyard

TPS1839H Administration of Technology in Higher Education

This course will examine the administration of technology in higher education settings. Topics may include planning, procurement and implementation of technology infrastructures, including productivity technology for staff and faculty, student computing services and support, registrarial systems, online teaching systems, professional development, library systems, and academic and acceptable use policies.

Staff

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

M. L. Skolnik

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS2006H Educational Finance and the Economics of Education

This course is about the resources that support schools, colleges, and universities; how the resources are raised; how they are allocated; how they are budgeted for, how they are economically justified, and how they are accounted for. The course is also about connections between investments in education and the larger economy, between the organizations of systems and the way funding is allocated and accounted for, between forms of budgets and the efficiency with which funding is deployed, and between funding and educational quality.

D. W. Lang

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.

R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.

Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.

Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses are accepted for credit in Higher Education:

AEC1107H	Developing and Leading High Performing Teams: Theory and Practice
AEC1114H	Comparative and International Perspectives in Adult Education
AEC1131H	Teaching, Learning, and Working in Nonprofit Organizations
AEC1146H	Women, Globalization and Citizenship
AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1181H	Embodied Learning and Qi Gong
AEC1207H	Counselling Topics in Sexual Orientation and Gender Identity/Diversity
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3140H	Post-Colonial Relations and Transformative Education
AEC3173H	Effecting Change: Creating Wellness
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
CHL5607H	Teaching and Learning by the Health Professions: Principles and Theories
HDP1216H	Psychoeducational Assessment
LAW384H	Intellectual Property
SES3932H	Contemporary Perspectives on Women and Higher Education
SOC6019H	The Sociology of Gender and Work

NOTE: Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate:

Adult Education and Counselling Psychology

AEC1145H	Participatory Research in the Community and the Workplace [RM]

Curriculum, Teaching and Learning

CTL1108H	The Phenomenological Curriculum
CTL1112H	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306H	Qualitative Research Methods in Education: Concepts and Methods [RM]
CTL1809H	Narrative and Story in Research and Professional Practice
CTL1810H	Doctoral Seminar in Qualitative Research on Teaching
CTL1861H	Critical Ethnography [RM]

Human Development and Applied Psychology:

HDP1288H	Intermediate Statistics and Research Design [RM]
HDP3201H	Qualitative Research Methods in Human Development and Applied Psychology [RM]

Sociology and Equity Studies in Education:

SES1905H	Qualitative Approaches to Sociological Research in Education [RM]
SES3930H	Advanced Seminar on Feminist Methodology and Education [RM]

Department of Public Health Sciences, University of Toronto:

CHL5111H	Qualitative Research Methods
CHL5115H	Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024H	Qualitative Research: Foundations, Methods and Designs

Courses that Fulfill the Health Professions' Requirement for the M.Ed. Program:

AEC1181H	Embodied Learning and Qi Gong
TPS1804H	Issues in Medical/Health Professional Education
TPS1808H	Research in Health Professional Education [RM]
TPS1810H	Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
TPS1812H	Education and the Professions (can be used for regular or health requirement)
TPS1813H	Issues in Cognitive and Educational Psychology: Implications for Health Professional Education
TPS1817H	Nurturing Professional Education (can be used for regular or health requirement)

History and Philosophy of Education Program

There are two Fields of Specialization within the History and Philosophy of Education Program:

- **History of Education**
- **Philosophy of Education** (page 165)

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

- Gender Equity in Education (page 180)
- Transformative Learning (page 182)
- Women's Studies/Feminist Studies (page 182)

Collaborative Graduate Degree Programs

Students may also enroll in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the collaborative program.

- Comparative, International and Development Education (CIDE) (see pages 172 - 175)
- Graduate Collaborative Program in Women and Gender Studies (GCWS) (see pages 176 - 177)

History of Education Field

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor, Associate Chair and Program Coordinator
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Ruth W. Sandwell, Ph.D. (Simon Fraser)
Assistant Professor
(history of education in rural Canada; history of the family; popular culture and education in Canada; material culture in the history of family education; historical consciousness in Canada)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning (on leave 2006-2007)
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor (on leave 2006-2007)
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professors Emeriti
Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the History of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed **Option II**, which requires a major research paper and the M.Ed. **Option IV**, which requires 10 half-courses only. The Ed.D. has a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (see pages 21 - 27), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The M.Ed. degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in History of

Education; students enrolled in **Option IV** are expected to take at least five half-courses in History of Education. Completion of TPS1460 (History and Educational Research [RM]) is mandatory in both options.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 21 - 27, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 162 - 165.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 21 - 27 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE/UT master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research [RM]).

Program Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418.

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1404H History of Rural Education in Canada

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.
R. Sandwell

TPS1405H History of Education and Film: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
H.M. Troper & D. Levine

TPS1406H Sexuality and the History of Education

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.
D. Levine

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.

E.M. Smyth

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.

NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.

D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.

D. Levine

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

D. Levine

TPS1423H The History of the Family in Canada

Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied relations among many different kids of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.

R. Sandwell

TPS1424H Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.

H.M. Troper

TPS1425H Class Formation and Its Relation to the Schools

A review of selected topics and themes in the history of working people and the schools, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. This course will examine areas such as working-class communities' relationships to schools, the moral regulation of working-class students, and the class position and identities of teachers. We will also explore alternative forms of working-class schooling, such as adult education, and themes in popular culture. We will also examine areas such as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.

C. Morgan

TPS1426H The History of Gender and Education in Canada

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.

C. Morgan

TPS1427H History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes.

We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.

C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.
C. Morgan

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research [RM]

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS 1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS 1452H.
Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History of Education: II

See description for course TPS 3490H.
Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or

tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History of Education: II
See description for course TPS 3494H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H	Sociological Theory in Education
SES1983H	Gender and Historical Sociology

Philosophy of Education Field

Dwight Boyd, Ed.D. (Harvard)
Professor and Program Coordinator
(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Megan Boler, Ph.D. (University of California Santa Cruz)
Associate Professor
(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers' professional development)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Professors Emeriti
Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed.. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis. In addition to the Minimum Admission and Degree Requirements (pages 21 – 27), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The M.Ed. degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option IV** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS1440 (An Introduction to Philosophy of Education) is mandatory in both options (unless a course deemed equivalent has already been taken).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated.

Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars (TPS3480 - Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 - Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 - An Introduction to Philosophy of Education, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 167 – 169.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 21 – 27 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 167 – 169.)

All Ph.D. candidates are required to write a comprehensive examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1432H Knowledge, Mind, and Subjectivity

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).
M. Ford

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
J. Portelli

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
Staff

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.
M. Boler

TPS1438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.
J. Portelli

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
Staff

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollenstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.
D. Boyd

TPS1441H Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment-such as the conceptual dichotomies of "public/private", "the right/the good", "duty/virtue", etc. - have shaped both contemporary (Western) thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg's theory of moral development.
D. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.
D. Boyd

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
J. Portelli

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
M. Boler

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1462H Women, Literature, and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.
M. Boler

TPS1465H Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and "zero tolerance" policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.
J. Portelli

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts.

The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as "voice", "empowerment", and "dialogue" that have been advocated and contested within critical educational theory.
M. Boler

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Theories of Modernity and Education: I

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS 1453H.
Staff

TPS3465H Special Topics in Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II

See description for course TPS3480H.
Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS 3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL1032H	Knowing and Teaching

Theory and Policy Studies in Education (Educational Administration Program)

TPS1024H	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS3055H	Democratic Values, Student Engagement and Policy Studies

Collaborative Graduate Degree Programs

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with M.A. and Ph.D. degrees only.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master's students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if they have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the ***School of Graduate Studies Calendar***.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the "Collaborative Program in Addiction Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Susan Hall, Graduate Program Coordinator
Department of Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext.2552
E-mail: shall@oise.utoronto.ca

MaryJane Ashley, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2751
E-mail: maryjane.ashley@utoronto.ca

Aging and the Life Course

The Department of Adult Education and Counselling Psychology (AECP) as well as other University of Toronto departments, participate in the Collaborative Program in Aging and the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECP, and follow a course of study acceptable to AECP and the Collaborative Program in Aging and the Life Course.

Admission Requirements

Applicants must meet the minimum OISE/UT requirements (see Minimum Admission and Degree Requirements section, pages 21 – 27), and the departmental requirements (as outlined on pages 35 – 62). Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging and the Life Course. See the ***School of Graduate Studies Calendar*** for more information.

Program Requirements

Individual student programs of study must meet the requirements of both AECP (as outlined on pages 35 – 62) and the Collaborative Program. Master's students are required to take AGE2000H - Principles of Aging plus one elective from a list of approved courses. Doctoral students are required to take AGE 3000H Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the ***School of Graduate Studies Calendar***. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging and the life course.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging and the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

Further information is available from:

Adult Education and Community Development Program
Ardra Cole
Telephone: 416-923-6641 ext. 2497
E-mail: acole@oise.utoronto.ca

Counselling Psychology Program
Lana Stermac
Telephone: 416-923-6641 ext. 2346
E-mail: lstermac@oise.utoronto.ca

Aging and the Life Course Collaborative Program
Suite 106, 222 College Street
University of Toronto
Toronto, Ontario M5T 3J1
Telephone: 416-978-0377
Fax: 416-978-4771
Website: **www.utoronto.ca/lifecourse/collaborative**

Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs:

- Adult Education and Community Development (M.A. and M.Ed.) at OISE/UT
- Counselling Psychology (M.Ed.) at OISE/UT;
- Program in Planning (M.Sc.(Pl.)), in the Department of Geography;
- Public Health Sciences (M.H.Sc.) in the Faculty of Medicine;
- Faculty of Social Work (M.S.W.).

Application Procedures

1. Applicants first apply for admission to a participating graduate department/program and comply with the admission procedures of that department/program (their home department/program).

2. After they have been accepted by one of the participating graduate departments/programs, applicants then send the following to the Program Committee of the Collaborative Program:

    a) a copy of the letter of acceptance into one of the participating graduate departments/programs
    b) a copy of the Application form which was submitted to the participating graduate department/program
    c) copies of official undergraduate and graduate transcripts from all institutions previously or currently attended
    d) a résumé or curriculum vitae
    e) a letter explaining how their program of study and specific research interests relate to community development (i.e., why do you want to enroll in the Collaborative Program in Community Development).

Send the Collaborative Program application to:
Grace Ramirez, Registrar
Collaborative Program in Community Development
Centre for Urban & Community Studies
University of Toronto
455 Spadina Avenue, Suite 400
Toronto, Ontario, Canada M5S 2G8
Telephone: 416-978-0808
Fax: 416-978-7162
E-mail: grace.ramirez@utoronto.ca

Program Requirements

Students register in degree programs in their home department/program and complete its degree requirements, as well as those of the Collaborative Program. To fulfill the requirements of the Collaborative Program, students must complete the following. With the exception of the non-credit Seminar, the courses are options within regular departmental/program degree requirements, not additional courses.

1. The core course "Community Development: Theory and Practice," a half-course
2. Two additional half-courses in the subject area of the program, to be approved by the program director; at least one of these two additional half-courses must be external to the home graduate degree program
3. Mandatory participation in a non-credit coordinating seminar on community development
4. Where required by the home graduate degree program, either a thesis or the major research paper on a topic related to community development.

Common Learning Experience

The Collaborative Program in Community Development will contribute to a common learning experience for enrolled graduate students through the following:

- The required core course "Community Development: Theory and Practice."
- A new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend.
- Speakers, seminars, and workshops from time to time. Students in the Collaborative Program are expected to participate in these events (including decisions on the themes, topics, speakers, format, etc).

Courses

Core Course

UCS1000H	Community Development: Theory and Practice

The following list will be reviewed annually and updated by the Program Committee.

Adult Education and Counselling Psychology

AEC1102H	Community Development: Innovative Models
AEC1104H	Community Education and Organizing
AEC1289H	Community Mental Health
AEC3119H	Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy

Planning

JPG1418	Rural Planning
JPG1421	Health in Urban Environments
JPG1507	The Geography of Housing and Housing Policy
JPG1508	Planning with the Urban Poor in Developing Countries
JPG1615	Planning & Financing the Social Economy
PLA1503	Planning and Social Policy

Public Health Sciences

CHL5112	Community Development in Health
CHL5801	Health Promotion

Social Work

SWK4210	Promoting Empowerment
SWK4422	Social Housing and Homelessness
SWK4568	Social Work with Immigrants and Refugees
SWK4651	Community Social Work Practice

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Community Development."

Further information is available from the following three OISE/UT faculty members in the Department of Adult Education and Counselling Psychology:

Jack Quarter
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

Margaret Schneider
Telephone: 416-923-6641 ext. 2550
E-mail: mschneider@oise.utoronto.ca

Daniel Schugurensky
Telephone: 416-923-6641 ext. 2356
E-mail: dschugurensky@oise.utoronto.ca

OR

J. David Hulchanski, Collaborative Program Director
Faculty of Social Work and
the Centre for Urban and Community Studies
246 Bloor Street West
Toronto, Ontario
Telephone: 416-978-4093 FAX: 416-978-7162
Email: david.hulchanski@utoronto.ca

OR

From the Centre for Urban and Community Studies Website:
<www.urbancentre.utoronto.ca/communitydevelopment.html>

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning
Comparative and International Development Education Centre, 7th Floor, OISE/UT

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

The Collaborative Program in Comparative, International and Development Education (CIDE) provides the opportunity for students enrolled in any of OISE/UT's four participating departments to receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

CIDE is one of the world's largest, most diverse and dynamic graduate programs in the field of comparative education. All CIDE students and faculty bring with them extensive international experience. Faculty interests span an exciting range of theoretical and practical issues – from the study of ethnicity and identity to the issues of globalization and global governance; from non-formal learning and citizenship education, to concrete problems of educational reform, social equality, language education, conflict resolution and community development. We approach these issues from a range of theoretical and disciplinary frames that is unparalleled in other comparative education programs. More traditional sociological, historical and philosophical approaches are taught alongside vibrant interpretations of feminist, critical, post-structuralist and cultural theories.
In addition, CIDE students have access to courses and professors with related geographic and thematic interests at one of the world's pre-eminent research universities. Students can take courses in political science, development studies, international relations, feminist studies, sociology, geography and beyond. The CIDE program is linked with events and programs at the Munk Centre for International Studies at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems.

The CIDE program is available to students enrolling in the M.Ed., M.A., Ed.D. and Ph.D. degree programs in the following departments:

Adult Education and Counselling Psychology

- ✦ Adult Education and Community Development Program

Curriculum, Teaching and Learning

- ✦ Curriculum Studies and Teacher Development Program
- ✦ Second Language Education Program

Sociology and Equity Studies in Education

- ✦ Sociology in Education Program

Theory and Policy Studies in Education

- ✦ Higher Education Program
- ✦ History and Philosophy of Education Program

Admissions Requirements

Applicants should apply to the appropriate degree program in one (or more) of the collaborating departments, listed above, that corresponds most closely to their general background and interests.

In addition to meeting the minimum OISE/UT admission requirements (see Minimum Admission and Degree requirements section in this ***Bulletin***, pages 21 – 27), and department requirements, applicants to this Collaborative Program are ordinarily expected to have had at least one year of international or cross-cultural experience.

Prospective applicants should review the detailed information about the CIDE program available on the CIDE Web page at **cide.oise.utoronto.ca**. You are strongly advised to contact one of the core CIDE faculty members in the department to which you are applying to discuss your research interests and goals. A list of CIDE core faculty members appears below. Their contact information is available on the CIDE Web page.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined in the various department pages in this ***Bulletin***) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load. Collaborative Program requirements include:

- ✦ CIE1001H: Introduction to Comparative, International and Development Education
- ✦ Two other CIDE core or specialization courses
- ✦ Regular participation in and attendance at the CIDEC Seminar Series for both Master's and Doctoral level students. Doctoral level students are also required to make at least one major presentation related to their research/development work in addition to regular participation.
- ✦ For Master's students, preparation of a thesis, Master's research paper or comprehensive paper (depending upon the requirements of the home department) which relates to and demonstrates Master's level understanding of the research/theory base of CIDE as certified by a participating faculty member in the home department.
- ✦ For Doctoral level students, development of a doctoral thesis that contributes to the research/theory base of CIDE as certified by a participating faculty member who is also a member of the thesis committee from the home department.

Faculty Advisors

Students are advised by participating CIDE faculty from their home department (listed below). They may also seek advice and information from the Comparative, International and Development Education Centre, **E-mail cide@oise.utoronto.ca,** and the CIDE Program Directors.

Core Participating Faculty:
A. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, D. Schugurensky (AECP); K. Bickmore, A. Cumming, J.P. Farrell, G. Feuerverger, S. Niyozov, D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson (SESE); S. Anderson, N. Basci, R. Hayhoe, R. Joshee (TPS)

Adjunct Faculty:
V. Masemann, J. Knight

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home departments.

Courses

CIE or Joint Comparative Education Courses

CIE1001H Introduction to Comparative, International and Development Education

This course serves as the basic core course for the OISE/UT graduate studies concentration in comparative, international and development education. It focuses upon the various theoretical conceptions of the socio-economic development process and the role of formal and non-formal education programs within that process. The basic purpose of the course is to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal education policy problems common to many societies. CIDE students only or by permission of instructor.
J.P. Farrell and K. Mundy

CIE1005H Special Topics in Comparative, International and Development Education.

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.
Staff

Collaborative Program Core Courses

AEC1114H	Comparative and International Perspectives in Adult Education
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3131H	Special Topics: Popular Education: Comparative and International Perspectives
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3179H	Work, Technology and the Knowledge Economy
AEC3180H	Global Governance and Educational Change
CIE1001H	Introduction to Comparative, International and Development Education
CIE1005H	Special Topics in Comparative, International and Development Education
CTL1312H	Democratic Citizenship Education
CTL3015H	Seminar in Second Language Literacy Education
CTL1060H	Education and Social Development
CTL1061H	Comparative Education: The Development of Third World Education Systems
SES1922H	Sociology of Race and Ethnicity
SES1924H	Modernization, Development and Education in African Contexts
CTL1863H	Controversial Issues in Development Education
CTL1864H	Methodologies for Comparing Educational Systems [RM]
SES1927H	Global Economic Restructuring – International Migration – Immigration Policies (Canada, US, Germany)
SES2999H	Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education
TPS1016H	School Program Development and Implementation
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3810H	International Academic Relations

Collaborative Program Specialization Courses

AEC1102H	Community Development: Innovation Models
AEC1145H	Participatory Research in the Community and the Workplace [RM]
AEC1146H	Women, War and Learning
AEC1180H	Aboriginal World Views: Implications for Education
AEC1181H	Embodied Learning and the Qi Gong
AEC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3132H	Special Topics in Women in Development and Community Transformation
AEC3138H	Social Theories and Adult Education
AEC3140H	Post-colonial Relations and Transformative Education
CTL1037H	Comparative and Cross-cultural Perspectives

CTL1318H	Teaching Conflict and Conflict Resolution Politics and Practice (cross listed as SES1953H)
CTL3008H	Critical Pedagogy, Language and Cultural Diversity
CTL3018H	Language, Planning and Policy
JPE2408Y	Political Economy of International Development
JPG1509H	Gender Planning and International Development
SES1912H	Foucault and Research in Education and Culture: Discourse, Power and the Subject
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES1956H	Social Relations of Cultural Production in Education
SES3910H	Advanced Seminar on Race and Anti-Racism Research Methodology in Education [RM]
SES3911H	Cultural Knowledges, Representation and Colonial Education
SES3914H	Anti-Colonial Thought and Pedagogical Challenges
SES3921H	Language and Social Difference in Education: Comparative Perspectives
SES3933H	Theorizing Transnationality: Feminist Perspectives
SES3942H	Innovations in Education: A Comparative Analysis
SES3943H	Sociology of State Formation and Genealogies of Government
SES3952H	Sexism, Racism and Colonialism: Pedagogical Implications
TPS1020H	Teachers and Educational Change
TPS1027H	The Search for Educational Quality and Excellence in a Global Economy
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1447H	Technology in Education: Philosophical Issues
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1832H	East Asian Higher Education
TPS2006H	Educational Finance and the Economics of Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3017H	Problems in the Finance and Economics of Education
TPS3045H	Educational Policy and Program Evaluation
TPS3423H	Education and Family Life in the Modern World II
TPS3447H	Theories of Modernity and Education I
TPS3806H	Case Studies in Comparative Higher Education

A wide selection of additional courses is available across participating departments. See the various departmental pages or the visit the CIDE Website for further information. **<cide.oise.utoronto.ca>**

For further information on the CIDE collaborative program, please visit the CIDE Website **<cide.oise.utoronto.ca>**,
OR
E-mail cide@oise.utoronto.ca

Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the OISE/UT Department of Human Development and Applied Psychology, and the Department of Psychology. See page 109 for further information.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE/UT department.

Further information is available from:
Marc Lewis
Telephone: 416-923-6641 ext. 2443
E-mail: mlewis@oise.utoronto.ca

Environmental Studies

OISE/UT and the University of Toronto Centre for Environment collaborate in M.Ed., M.A., Ed.D. and Ph.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the Departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education.

Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Centre for Environment. Internships for students in this program are sometimes available through the Centre for Environment. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the two participating OISE/UT departments.

The doctoral program of study normally consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Centre for Environment and the remainder from the two participating OISE/UT departments.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

Jennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2535
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

TBA
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 6801

Njoki Wane
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Donna Workman
IES Graduate Student Advisor
Centre for Environment, University of Toronto
Telephone: 416-978-7077

Graduate Collaborative Program in Women's Studies (GCWS)

The following OISE/UT Departments:

- Adult Education and Counselling Psychology
- Curriculum, Teaching and Learning
- Sociology and Equity Studies in Education
- Theory and Policy Studies in Education

as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies " in addition to the degree from their OISE/UT department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)
Women and Gender Studies Institute (WGSI)
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: **www.utoronto.ca/wgsi**

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:

Graduate Women's Studies Student Association (GWSSA)
40 Willcocks Street,
Room 2030, Wilson Hall
Telephone: 416-978-8284
E-mail: ws.su@utoronto.ca

Graduate Collaborative Program in Knowledge Media Design (KMD)

Director: Andrew Clement (Faculty of Information Studies)
Coordinator: Barbara Soren
Administrative Assistant: Christina Parker
Location: Bahen Centre for Information Technology, 40 St. George St., 7th Floor
Telephone: 416-978-KMDI
Email: Info@kmdi.utoronto.ca
Website: **kmdi.utoronto.ca**

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program participates in the Knowledge Media Design (KMD) Collaborative Program. The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMD challenges both the technological utopians and dystopians with a vision that is constructively critical and seeks to be a catalyst for collaborative endeavours and cross-disciplinary research. KMD provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the KMDI Director. (See KMDI address.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE/UT department.

Program Requirements:

The Collaborative Program in Knowledge Media Design offers an interdisciplinary specialization to a regular departmental degree program. Students must satisfy the following requirements:

1. Students must meet all the requirements of their home department. The specialization in KMD cannot be conferred if the home unit degree has not been completed.
2. Masters students must successfully complete KMD1001H, KMD1002H and two half-course electives. At least one of these half-courses must be from the KMD 2001-2004 series. The other may be from a list of recognized departmental courses (KMD affiliate courses).
3. Collaborative program courses taken beyond KMD1001H and KMD1002H may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating departments individual program regulations.
4. Doctoral students are required to take KMD1001H and KMD1002H if not already taken in the masters program, one half-course from the KMD 2001-2004 series, and to have a dissertation topic in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units.
5. The home graduate unit and the students supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- The KMD Collaborative Program Office

Graduate Collaborative Program in Neuroscience (PIN)

The Program in Neuroscience (PIN) offers the M.A. and Ph.D. degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology.

Admissions Requirements:

Admission to the program is open to all M.A. and Ph.D. students who are registered in the HDAP Developmental Psychology and Education Program or other member departments (e.g., Psychology). The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their OISE/UT department.

Degree Requirements:

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the M.A. degree and at least one full course (or equivalent) for the Ph.D. degree from the list of courses approved by the Program in Neuroscience. HDP3286 (Developmental Neurobiology) is a half-course offered by HDAP that can meet this requirement.
5. The student must attend the Annual PIN Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the PIN Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- The Program in Neuroscience Office

Graduate Collaborative Program in Neuroscience
Room 102, Tanz Neuroscience Building
6 Queen's Park Crescent
University of Toronto
Toronto, Ontario M5S 3H2
Telephone: 416-978-4894
Fax: 416-978-1878
E-mail: p.neuroscience@utoronto.ca
Website: **www.utoronto.ca/neurosci**

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE/UT departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within the Application Admission Forms, as well as their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of . from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the research area which:

- ✦ respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- ✦ builds relationships connecting local Aboriginal/Indigenous communities with those around the world
- ✦ encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- ✦ advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- ✦ examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- ✦ develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; **see Website for details.**

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECP); Curriculum, Teaching and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies in Education (TPS). Faculty include: E. Antone (AECP); J. Cummins, G. Sefa Dei, A. Gagne, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

Further information is available from:

Eileen Antone, (AECP and the Transitional Year Program)
Telephone: 416-923-6641 ext. 2556
OR 416-978-1942
Fax: 416-926-4749
E-mail: eantone@oise.utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Aboriginal Studies (undergraduate degree)
Keren Rice, Coordinator
Telephone: 416-978-1763
Website: **www.utoronto.ca/abs**

First Nations House
Telephone: 416-978-8227
Website: **www.fnh.utoronto.ca**

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Other Websites of interest:

Aboriginal and Indigenous Studies in Education
www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network
www.oise.utoronto.ca/other/ien/ienpage.html

Aboriginal Educational Resources Database
www.oise.utoronto.ca/~first

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this research area are:
A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP); K. Bickmore, C. Conle, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan,E. Pedretti, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:
Kari Delhi (SESE)

Études franco-ontariennes en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent « Études franco-ontariennes en éducation » et qui se donnent entièrement en français par le biais de l'éducation à distance.

Des cours sur place sont également offerts. Trois cours sont obligatoires. Il s'agit des cours CTL1000 Fondements de l'étude des programmes scolaires, SES1900 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative, CTL ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto. Pour de plus amples détails sur les cours, veuillez consulter les sections « Department of Curriculum, Teaching and Learning » et « Department of Sociology and Equity Studies in Education ». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage ou au département où ils sont inscrits.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Roselyne Roy
Lieu : 252, rue Bloor Ouest, bureau 6-104
Téléphone: 416-923-6641, poste : 2501
Télécopieur : 416-926-4714
Courriel : rroy@oise.utoronto.ca

Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's

Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may pursue research in this area in combination with the listed programs offered by the following departments:

✦ Sociology and Equity Studies in Education
- Sociology in Education

✦ Theory and Policy Studies in Education
- Educational Administration
- Higher Education
- History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1951, SES1953, SES1982, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS3418 and TPS3029.

Further information is available from:
Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and T. Goldstein (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 (Education and Work) in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng and J. Quarter (AECP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, Margrit Eichler, R.B. Folson, D. Livingstone, P. Olson, P. Sawchuk, W. Seccombe, N.N. Wane and T. Zoric (SESE)

Further information is available from:
Peter Sawchuk (SESE)
Telephone: 416-923-6641 ext. 2294
Fax: 416-926-4751
E-mail: psawchuk@oise.utoronto.ca
OR
Jack Quarter (AECP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: E. Antone, N. Jackson and D. Schugurensky (AECP); G. Allen, D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas CTL); C. Bereiter, E. Geva, and D.M. Willows (HDAP); N. Bélanger and M. Heller (SESE).

Further information is available from:
N. Jackson (AECP), A. Cumming (CTL) or E. Geva (HDAP); and M. Boler (TPS).

Transformative Learning

The Transformative Learning interdepartmental research area involves faculty and students from OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

- **Adult Education, and Counselling Psychology**
- **Curriculum, Teaching and Learning**
- **Sociology and Equity Studies in Education**
- **Theory and Policy Studies in Education**

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Faculty involved in the Transformative Learning research area include: B. Burstow, A. Goodman, A.R. Miles, S. Mojab, R. Ng, J. Quarter and J. Sumner (AECP); J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, N.N. Wane (SESE); and M. Boler (TPS).

Courses which focus on the Transformative Learning research area include: AEC1131, AEC1143, AEC1146, AEC1148, and AEC3119; CTL1110, CTL1207, SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1436, TPS1447, TPS4323, and TPS3428.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE/UT involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/ Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.

NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 180.)

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: J. Gaskell (Dean); B. Burstow, A. Cole, A. Goodman, N. Jackson, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider (AECP); K. Bickmore, L. Cameron, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, R.B. Folson, M. Eichler, J. Iseke-Barnes, H. Lenskyj, S. Razack, D.A. Trotz and N.N. Wane (SESE); N. Bascia, M. Boler, D. Boyd, M. Ford, R. Joshee, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE) Website.

Further information is available from:
Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **www1.oise.utoronto.ca/cwse**
OR
Paula Bourne, Head of CWSE
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca

Research and Field Activities

The research and development program of OISE/UT fosters improvement in Ontario education and complements the academic programs of OISE/UT departments. OISE/UT's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (***Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherché féministe***), in international journals or in other publications. OISE/UT Research Reports can be found in the OISE/UT Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Diane Farmer
Department: SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-923-6641 ext. 3125
Fax: 416-926-4714
E-mail: dfarmer@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the social and linguistic practices of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-facetted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Farmer
Département : SESE
Téléphone : 416-923-6641 poste 3125
Télécopieur : 416-926-4714
Courrier électronique : dfarmer@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-104
Site internet : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.
En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Roxana Ng
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 ext. 2283
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Roger Simon
Coordinator: Kika Thorne
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ext 2275
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE/UT.

OISE/UT faculty and instructors affiliated with CMCE: Kari Dehli, Rose Folson, Robert Morgan, Roger Simon, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for Studies in Science, Mathematics and Technology Education

Head: Erminia Pedretti
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 ext. 2635
E-mail: epedretti@oise.utoronto.ca
Website: **smt.oise.utoronto.ca**

The Centre for Studies in Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development.

The diverse activities of the Centre are intended to have immediate and significant impact on science, mathematics and technology curriculum practice both in Ontario and throughout Canada. In furthering its commitment to being a significant voice in international debate on science, mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the ***Canadian Journal of Science, Mathematics and Technology Education*** and ***The OISE Papers in STSE Education***) and has developed collaborative research projects with several groups outside Canada, notably in Hong Kong, New Zealand and the United Kingdom.

Centre for the Study of Education and Work (CSEW)

Head: Peter Sawchuk
Coordinator: D'Arcy Martin
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-923-6641 ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 181.

Centre for Teacher Development

Head: Jack Miller
Department: CTL
Location: 252 Bloor Street West, Room 10-152
Telephone: 416-923-6641 ext. 2633

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring; teacher's lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; socially constructed learning; improving classroom practice; equity and gender issues; women in education; and multiculturalism. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research; arts-based inquiry and other traditions of qualitative and quantitative research.

The Centre for Urban Schooling

Academic Director: Kathleen Gallagher
Executive Director: Jeff Kugler
Department: CTL
Location: 252 Bloor Street West, Room 10-112
Telephone: 416-923-6641 ext. 2845
Website: **www.cus.oise.utoronto.ca**

The Centre for Urban Schooling is a new Centre in the Department of Curriculum Teaching and Learning. The Centre has its focus on supporting Inner City students, teachers, schools and communities. The philosophy of the Centre is one based on the notion that work in the Inner City must be guided by a social justice and equity seeking perspective.

The Centre is currently involved in a number of partnerships with school boards such as The Inner City Model Schools initiative of the Toronto District School Board (TDSB). We are also currently in a partnership with the TDSB, the YRDSB and the Literacy and Numeracy Secretariat researching 20 successful schools operating in "Challenging Circumstances'. The Centre is helping to organize a National Inner City Conference in April 2007. At OISE/UT the Centre has initiated a process leading to the setting up of an Inner City Cohort for pre-service students.

Centre for Women's Studies In Education (CWSE)

Head: Paula Bourne
Location: 252 Bloor Street West, Room 2-230
Telephone: 416-923-6641 ext. 2368
E-mail: pbourne@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**

The Centre conducts, promotes, and distributes research in women's studies, and hosts an international human rights institute, "Women's Human Rights: Building a Peaceful World in an Era of Globalization." Recent and current projects include: the Women's Educational Resources Collection; the periodical ***Resources for Feminist Research/Documentation sur la recherche féministe***; English-Language Education Expert Panel of the Ontario Government's Domestic Violence Action Plan; Anti-Globalization and the Global Feminist Movement; Women and Non-Traditional Skilled Trades; Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10- 18; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitorship in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and brown-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Website, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 180) and Women's Studies/Feminist Studies (page 182) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 125).

Comparative, International, and Development Education Centre (CIDEC)

Director: Karen Mundy
Department: AECP
Location: 252 Bloor Street West, Room 7-190
Telephone: 416-923-6641, ext. 2354
E-mail: cide@oise.utoronto.ca
Website: **cide.oise.utoronto.ca**

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECP department. The centre is staffed by an administrative officer and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, an electronic list serve, electronic newsletters, Website and research projects.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Kang Lee
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4597
Website: **www.oise.utoronto.ca/ics/**

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, math and science instruction, and technology-supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, and integrated community-school services to support young children and parents, including populations at risk. Research facilities and secretarial assistance are provided through the Centre. Research is also supported by collaboration among faculty, graduate students, and Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Institute for Knowledge Innovation and Technology (IKIT)

Head: Marlene Scardamalia
Department: CTL
Location: 9-130
Telephone: 416-923-6641 ext 2264
Website: **www.ikit.org**

The goal of this centre is to advance simultaneously the state of the art in education and knowledge creation by using and developing leading-edge work in the learning and knowledge sciences. IKIT conducts research, develops technology, and helps build communities to advance beyond "best practice" in education and knowledge work, using new theories of knowledge and expertise to address the challenges of education for a Knowledge Age. On this basis, IKIT has developed a knowledge-building pedagogy that puts ideas at the centre and that moves problem-based learning to a new level. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in IKIT's worldwide Knowledge Society Network.

Modern Language Centre

Head: Alister Cumming
Administrative Assistant: Michelle Pon
Department: CTL
Location: 252 Bloor Street West, Room 10-244
Telephone: 416-923-6641 ext. 2620
Website: **www.oise.utoronto.ca/MLC/**

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, literacy in academic contexts, language policy, ESL teacher development, multiliteracies and multimedia in language learning, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE/UT Education Commons.

Transformative Learning Centre (TLC)

Head: Daniel Schugurensky
Department: AECP
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 Ext. 2595
E-mail: tlcentre@oise.utoronto.ca
Website: **www.tlcentre.org**

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge. Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn from one another within our different environments". (Hall and Sullivan, 1994)

Objectives:

1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

Field Development Activities

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a brief description of the three OISE/UT Field Centres. The departments listed with each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Wayne Seller
Coordinator, Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
E-mail: wseller@oise.utoronto.ca
Website: **www.oise.utoronto.ca/field-centres**

Midwestern Centre

51 Ardelt Avenue
Kitchener, Ontario N2C 2R5

Head: Lynne Hannay
Contact: Michelle Rank
Telephone: 519-579-0780
Fax: 519-579-8370

The Midwestern Centre focuses on the processes involved in educational change – for individuals, for schools, and for school districts. In particular, we are interested in the processes of reconstructing professional knowledge, evidence-based change, action research, and developing knowledge creating schools and school districts. We are pursing these interests through research, field development projects, and graduate, Additional Qualification, and credit and not-credit short courses. All of our activities are done in full collaboration with our partners in educational settings as we are dedicated to promoting, generating, and enacting authentic school-university collaboration.

Northwestern Centre

Northwoods Foods R.P.O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and mplementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Lakehead District School Board and other local school districts, the Centre's work focuses on the development of leadership at the school and district levels through Additional Qualifications courses and professional development programs. Centre faculty teach Curriculum courses via computer conferencing.

Trent Valley Centre

1994 Fisher Drive
Peterborough, Ontario K9J 6X6

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

M.Ed. students registered in Option IV are exempt from the above requirement.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

Calculation of Fees

At the time of publication of this ***Bulletin*** the fees schedule for 2006/2007 is not available. In the 2005/2006 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents	
M.A. & Ph.D.	$5,442.00
M.Ed., M.A.(T.) & M.T.	$6,737.00
M.A. (Child Study and Education)	$6,737.00
Ed.D.	$6,364.00

International Students	
M.A. & Ph.D.	$12,000.00
M.Ed., M.A.(T.), M.T., M.A.(CSE)	$16,000.00
Ed.D.	$16,000.00

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A. and M.T. Degree Candidates

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- **a twelve to sixteen half-course program**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged each year throughout the program, except for students in the flexible-time Ph.D. program, who will pay the part-time fee during their years of part-time registration.

Fees for Final Year Doctoral Students

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

NOTE: Flexible-time Ph.D. students are not eligible for the pro-rated fee.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following programs of study who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time fee.

- The **Ed.D. in Higher Education** in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2005/2006 academic year the Academic Fee for a half-course was $1,010.55.40 (International Students, $2,175.90).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $18,000 plus tuition fees for a minimum total of approximately $31,050.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2005/2006 the cost for twelve months was $528 for a single student, $1,056 for a family of two, and $1,584 for a family of three or more.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: **www.uhip.mercer.ca**

Late Payment Fees

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2005/2006 academic year the minimum charge was $173.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2005/2006 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. and M.A. students must indicate their intent to graduate on ROSI.

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor and on the Student Services Website at **www.oise.utoronto.ca/studentservices.** In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2005/2006 academic year.

OISE/UT Graduate Assistantships

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remuneration for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2005 to April 2006, a Graduate Assistantship had a value of $10,260 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to those programs supported by the Guaranteed Minimum Funding need not apply for a Graduate Assistantship. Students receiving the Guaranteed Funding will be offered a Graduate Assistantship upon admission and in each year that they are eligible to hold the Funding Package. Please refer to the following section for information regarding the Graduate Funding Package.

Applications are available from:
www.oise.utoronto.ca/studentservices/financialinfo/gradasst.php

Applicants to a non-guaranteed funded degree program must submit two copies of their completed Graduate Assistantship application with their application for admission to the Registrar's Office by December 1, 2006.

Students continuing in a non-guaranteed funded degree program must submit two copies of their completed Graduate Assistantship application to the Student Services Office, 8th floor, OISE/UT by December 1, 2006.

OISE/UT Graduate Student Guaranteed Funding Package

OISE/UT will provide a funding package to registered students for the first year of full-time M.A. study (excluding the M.A. in Child Study and Education and the Master of Teaching programs) and for the first four years of study in the Ph.D. program (excluding the Flexible-time Ph.D.).

The funding package valued at $12,000 plus the cost of tuition and incidental fees, and in the case of international students, single coverage UHIP (University Health Insurance Plan), and is guaranteed subject to the conditions of the Funding Package.

It is the students' responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Guaranteed Funding Package. Complete details regarding these conditions and procedures, including those of the mandatory work component, can be found on the Students Services website at:
www.oise.utoronto.ca/studentservices/financialinfo/minfund.php

NOTE: Students in years one and two of the M.A. in the School and Clinical Child Psychology (SCCP) program in the Department of Human Development and Applied Psychology may receive guaranteed funding for both years of the M.A., but are then eligible for guaranteed funding in years one to three only of their Ph.D. programs.

NOTE: Students receiving the OISE/UT Guaranteed Funding Package are required to fulfill a mandatory work requirement.

Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships (as eligible) simultaneously with their applications. Please refer to the section below for further details on these awards.

OISE/UT Scholarship for Aboriginal Students

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:
www.oise.utoronto.ca/studentservices
OR
from the OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:
OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by January 31 to:
Mary MacDonell
OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:
OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is December 1. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:
OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

OSOTF – Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE/UT.

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipient of the OSOTF - Anne Millar Graduate Student Fellowship upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. James Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program.

Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

Robert Seth Kingsley Graduate Student Fellowships

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded to one or two students in the M.A. in Child Study and Education program or the M.A./M.Ed. in Developmental Psychology and Education program. Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total $1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE/UT). Specifically, the support is for assisting graduate students in education who are:

a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations
b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from:
OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE/UT by March 15.

Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards will be for two or three consecutive sessions. International students are eligible for this scholarship. Scholarships had a value of $15,000 in 2005/2006.

Application forms are available from:
osap.gov.on.ca

a) For students currently enrolled in a graduate program: applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.
b) For prospective full-time graduate students:
Applications should be submitted to the Ontario
Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities.

Social Sciences and Humanities Research Council of Canadian Doctoral Fellowships (SSHRC)

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships have a value of $20,000 in 2006/2007. Scholarships of $35,000 are also available to students of high academic merit.

Application forms are available at: www.sshrc.ca

a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year.

Ontario English Catholic Teachers' Association (OECTA) Scholarships and Fellowships - up to $10,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers three fellowships for Religious Studies in the amounts of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - $5,000 Each
Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Application deadline is March 15.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:
Bev Tindall
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

OISE/UT Bursary

The OISE/UT bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP first. Those in exceptional circumstances, or those who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and names of applicants are processed regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website: **www.oise.utoronto.ca/studentservices**

Emergency Student Loans

OISE/UT has a small short term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 8-225, OISE/UT.

Emergency Assistance - International Students

To be approved for study in Canada, international students must show they have sufficient financial resources to meet their needs. Although not eligible for bursary assistance, international students may apply for emergency assistance. Circumstances qualify as an emergency when the precipitating event is of an unanticipated nature. Applications are available in OISE/UT Student Services, 8th Floor, Rm 8-225 or may be downloaded from the Student Services Website:
www.oise.utoronto.ca/studentservices

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *'Getting There'*. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at orientation in September.

OISE/UT Services and Facilities

Alumni Association

For information about the OISE/UT Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Students will have access to:

- ✦ A specialized collection in the field of education including:
  - Extensive reference materials
  - Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - School board curriculum materials, textbooks and content resources used in Ontario schools
  - A representative collection of children's literature
  - A varied and extensive collection of computer software, videotapes, and other multimedia materials
- ✦ A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- ✦ A wide range of Internet resources including remote library catalogues
- ✦ Reference assistance in accessing information on courses and research assignments
- ✦ Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ✦ A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- ✦ Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ✦ A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- ✦ Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the Websites listed below:

✦ Education Commons
Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

✦ Library
Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. All OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self-determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Contact: Jean-Paul Restoule
Location: 252 Bloor Street West, Room 7-191
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/other/ien/ienpage.html

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.
In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE/UT. It helps international students become inextricably woven into the fabric of the OISE/UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, first floor
Telephone: 416-926-4702
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Louise Cowin
Location: 252 Bloor Street West, Room 8-225
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website: www.oise.utoronto.ca/studentservices

University-wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2006/2007, excluding tuition:

Accommodation	$7,500
Books/Supplies	880
Clothing	650
Food	3,800
Health insurance (UHIP) (international students)	528
Local transportation	1,125
Miscellaneous	3,600
TOTAL	**$18,083**

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Fax: 416-978-1099
Website: www.utoronto.ca/communitysafety/

Disability Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: disability.sa.utoronto.ca

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving – you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Telephone: 416-978-2452
Website: www.utoronto.ca/harthouse

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage - for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.library.utoronto.ca/isc/>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: eir.library.utoronto.ca/StudentHousing/

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
E-mail: isc.information@utoronto.ca
Website: www.isc.utoronto.ca

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 307
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: lgbtq.sa.utoronto.ca

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Avenue, Room 217
Telephone: 416-978-1259
Fax: 416-971-2289
Website: www.antiracism.utoronto.ca

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
Room 109B, 27 King's College Circle
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: status-women.utoronto.ca

Policies and Regulations

NOTE: Students should consult the 2006/2007 ***School of Graduate Studies Calendar*** when it becomes available, or visit the Website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property
- Research Ethics

Grading Practices

The OISE/UT Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enroll in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the School of Graduate Studies, Graduate Academic Appeals Board.

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A**, **B**, and **FZ**, which have the following meanings:
   - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - **FZ:** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: Assigned as a final report on the basis of incomplete course work (e.g., medical reasons or when there are no grounds for assigning a failing grade). **INC** carries no credit for the course and is not considered for averaging purposes.

IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrollment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by a final report of 'INC'. **SDF** carries no credit for the course and is not considered for averaging purposes.

TRF-Program Transfer: Assigned by the School of Graduate Studies to a continuing research/seminar course begun but not completed in the first program and not required in the new program to which the student has been officially transferred.

WDR-Withdrawal without academic penalty: Assigned by a graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor) in an attempt to resolve the matter.
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT Department Academic Appeals Committee, using the Notice of Appeal Form.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made to the School of Graduate Studies, Graduate Academic Appeals Board no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.
4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, to the appellant.

Detailed information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chair, ***the School of Graduate Studies Calendar*** or from the SGS Website **<www.sgs.utoronto.ca>**.

At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone: 416-978-4874
Fax: 416-978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment). See also page 192.

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

Academic Staff

(as of January 2006)

Please consult individual departmental sections for academic details and interests of staff: AECP (page 35); CTL (page 63); HDAP (page 100); SESE (page 122); TPS (page 137).

Acker, Sandra, SESE, TPS
Aitken, Johan L., CTL
Alexander, Jacqui, SESE
Alvi, Sabir A., AECP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECP
Arnold, Mary Louise, HDAP
Astington, Janet, W., HDAP
Bascia, Nina, TPS
Beattie, Mary, CTL
Beck, Clive M., CTL
Bélanger, Nathalie, CTL, SESE
Bencze, John Lawrence, CTL
Bennett, Barrie, CTL
Bereiter, Carl, HDAP
Bickmore, Kathy, CTL, SESE
Biemiller, Andrew, HDAP
Bogdan, Deanne, TPS
Boler, Megan, TPS
Booth, David, CTL
Botelho, Maria José, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., TPS
Brett, Clare, CTL
Broad, Kathy, CTL
Burstow, Bonnie, AECP
Cameron, Linda, CTL
Campbell, C. Elizabeth, CTL, TPS
Cassie, J.R. Bruce, AECP
Caswell, Bev, HDAP
Chambers, Anthony, TPS
Chen, Charles P., AECP
Chen-Bumgardner, Xi, CTL
Childs, Ruth A., HDAP
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Cooper, Karyn, CTL
Corter, Carl, HDAP
Crook, Bonnie, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Darroch-Lozowski, Vivian, CTL
Davie, Lynn E., CTL
Davis, John E., TPS
Dehli, Kari, SESE
Dei, George J. S., SESE
Diamond, C. T. Patrick, CTL
Donahue, Zoe, HDAP
Ducharme, Joseph, HDAP
Durand, Christel, HDAP
Eichler, Margrit, SESE
Evans, D. Mark, CTL
Farrell, Joseph P., AECP, CTL
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Flessa, Joseph, TPS
Flint, Betty, HDAP
Folson, Rose Baaba, SESE
Ford, Maureen, TPS
Fraser, Don, CTL
Frenette, Normand J., CTL
Fullan, Michael, SESE
Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillis, J. Roy, AECP
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Goodman, Anne, AECP
Guttman, Mary Alice, AECP
Haché, Denis, TPS
Halewood, Cindy, HDAP
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hayhoe, Ruth E. S., TPS
Heller, Monica, SESE
Hersen, Russ, HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hildyard, Angela, HDAP, TPS

Hodson, Derek, CTL
Hong, Guanglei, HDAP
Humphries, Thomas W., HDAP
Hunt, David, AECP
Hyman, Avi, TPS
Iseke-Barnes, Judy, SESE
Jackson, Nancy S. AECP
Jang, Eunice, CTL
Jenkins, Jenny, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Josefowitz, Nina, AECP
Joshee, Reva, TPS
Kelly, Brendan, CTL
Kilbourn, Brent S., CTL, TPS
Kimel, Judith, HDAP
Kluger, Ronna, HDAP
Knowles, J. Gary, AECP
Kooy, Mary, CTL
Kosnik, Clare, CTL
Kuzmich, Natalie, CTL
Labrie, Normand, CTL
Laden, Berta Vigil, TPS
Laiken, Marilyn, AECP
Lam, Tony C.M., CTL
Lancaster, Ron, CTL
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
Lee, Kang, HDAP
Leithwood, Kenneth A., TPS
Lenskyj, Helen, SESE
L'Espérance, Norah, HDAP
Levine, David, TPS
Lewis, Marc, HDAP
Liddle, Becky, AECP
Link, Nancy, HDAP
Livingstone, David W., AECP, SESE
MacKenzie, Corey, S., AECP
Magnusson, Jamie-Lynn, TPS
Martindale, Michelle, HDAP
Mascall, Blair, TPS
McDougall, Douglas E., CTL
McLean, Leslie D., CTL
McLean, Robert S., CTL
McLeod, Keith, AECP
Messina, Richard, HDAP
Miezitis, Solveiga, AECP, HDAP
Miles, Angela R., AECP
Miller, Jack, CTL
Mirchandani, Kiran, AECP
Misgeld, Dieter, TPS
Mojab, Shahrzad, AECP
Moodley, Roy, AECP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Moss, Joan, HDAP
Mundy, Karen, AECP
Murray, Sarah, HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzzin, Linda, TPS
Nagy, Philip, CTL
Ng, Roxana, AECP, SESE, TPS
Nieswandt, Martina, CTL
Nishisato, Shizuhiko, CTL
Niyozof, Sarfaroz, CTL
Oatley, Keith, HDAP
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECP
Padro, Susan, TPS
Pascal, Charles, TPS
Pedretti, Erminia, CTL
Peebles, Benjamin, HDAP
Pelletier, Janette, HDAP
Perlman, Michal, HDAP
Peskin, Joan, HDAP
Peterson, Shelley, CTL
Peterson-Badali, Michele, HDAP
Pierson, Ruth, SESE, TPS
Piran, Niva, AECP
Portelli, John, TPS
Prentice, Alison, TPS
Prichard, J. Robert S., TPS
Quarter, Jack, AECP, SESE
Raun, Krista, HDAP
Razack, Sherene H., SESE
Reeve, Richard, HDAP
Restoule, Jean-Paul, AECP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Rose, Leslie, CTL
Ross, John A., CTL
Rusak, Stephen T., TPS
Ryan, James J., TPS
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
Scardamalia, Marlene, CTL, HDAP
Scarfo, Nick, CTL
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, Suzanne, HDAP
Scott, Katreena, HDAP
Seccombe, Wallace, SESE
Seller, Wayne, CTL, TPS
Shackel, Denis, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Silvers, Ronald, CTL
Simon, Roger I., CTL, SESE
Skolnik, Michael L., TPS
Slotta, Jim, CTL
Smith, Dorothy E., SESE

Smith, Renee, HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stanovich, Keith E., CTL, HDAP
Stephenson, Carol, HDAP
Stermac, Lana, AECP
Stiegelbauer, Suzanne, CTL
Sumner, Jennifer, AECP
Swain, Merrill K., CTL
Sykes, Heather, CTL
Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Thiessen, Dennis, CTL
Thomas, Alan, AECP
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE
Volpe, Richard, HDAP
Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wallace, John, CTL
Wane, Njoki Nathani, SESE
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wolfe, Elgin, CTL
Wolfe, Richard G., HDAP
Woodruff, Earl, CTL, HDAP
Zoric, Terezia, SESE
Zuker, Marvin A., TPS

Index

Aboriginal Education 45, 179
Aboriginal Student Services 194, 200
Academic Fees Structure 190
Academic Staff 205-207
Academic Year, Definition of 10
Accommodation and Cost of Living 200
Addiction Studies Collaborative Program 40, 170
Administrative Officers, OISE/UT and SGS 8-9
Admission and Degree Requirements 21-27
Adult Education and Community Development Program 42-52
Adult Education Certificate 45
Adult Education and Counselling Psychology (AECP) 35-62
Adult Training and Development Certificate 45
Advisory Board 9
Aging and the Life Course Collaborative Program 40, 170-171
Alumni Association 198
Anti-Racism and Cultural Diversity Office 202
Anti-Racism Studies 124, 185
Appeals 204
Application Procedures 28-33
Canada Research Chairs 8
Career Centre 200
Centre de recherches en éducation franco-ontarienne (CREFO) 185
Centre for Applied Cognitive Science (CACS) 184
Centre for Arts-Informed Research 44
Centre for Franco-Ontarian Studies (CREFO) 184
Centre for Integrative Anti-Racism Studies (CIARS) 125, 185
Centre for Media and Culture in Education 125, 185
Centre for Studies in Science, Mathematics and Technology Education, ... 186
Centre for Teacher Development 186
Centre for the Study of Education and Work 125, 186
Centre for Urban Schooling 186
Centre for Women's Studies in Education (CWSE) 187
Changes to Fees 4
Changes in Programs of Study and/or Courses 4
Child Study and Education Program 23, 30, 105-106
Collaborative Graduate Programs 33, 97-99, 170-178
College of Psychologists 54, 112
Community College Leaders 17, 154
Community Development Collaborative Program 42, 171-172
Community Safety Coordinator 200
Comparative, International, and Development Education Centre (CIDEC) 187
Comparative, International, and Development Education 40-41, 97-98, 126, 138, 160, 172-175
Contents 2-3
Continuity of Registration 18
Copyright in Instructional Settings 4
Counselling and Psychoeducational Clinic 54
Counselling Psychology for Community and Educational Settings 53, 56
Counselling Psychology for Psychology Specialists 53, 54-55
Counselling Psychology Program 53-62
Course Changes and Course Completion 19
Course Deadlines, Prerequisites, Limits 4
Course Load, Full-time/Part-time 4
Course Numbering Explained 33
Course Selection for Continuing M.A., M.T., M.Ed., Ed.D., Ph.D. Students 16
Criminal Record Report 20, 24, 30, 84, 105
Critical Pedagogy and Cultural Studies 126, 180
Curriculum Studies and Teacher Development Program 68-83
Curriculum, Teaching and Learning (CTL) 63-99
Daycare, Kidspace 199
Deferrals 31
Degree Fees 190
Developmental Psychology and Education Program 100, 107-108
Developmental Science Collaborative Program 100, 109, 175
Disability Services 200
Distance Education 17, 67, 127, 142, 153, 188
Doctor of Education (Ed.D.) 24
Doctor of Philosophy (Ph.D.) 26
Dual Registration for M.A. and Ph.D. Candidates 18
Education Commons 198
Educational Administration Program 139-150
Emergency Student Loans 197
Endowed Chairs 8
English Language Facility 4, 30-31
Enrollment Limitations 4
Environmental Studies 41, 98, 126, 175
Études franco-ontariennes en éducation 67, 126, 180
Family Care Office 200-201
Fees 190-192
Fees, Application 28
Fees and Other University Obligations, Outstanding 192, 204
Fees, Late Payment 191
Fees, Minimum Payment 191
Fees, Refunds 192
Fees/Convocation 192
Feminist Studies 125, 160, 162, 182
Field Centres 8, 189
Field Development Activities 188-189
First Nations House 179, 200
Financial Support 193-197
Flexible-time, Doctor of Philosophy (Ph.D.) 18, 27, 43, 144, 154, 191
Full-time Student, Definition of 16
Full-time Study 4, 17, 32
Gender Equity in Education 126, 137, 160, 180
General Information 16-20

Grade Reports 19
Grading Practices Policy 203-204
Graduate Assistantships 31, 193
Graduate Students' Association 198-199
Graduate Programs by Department 33-34
Graduation 22, 192
Guaranteed Funding 193
Guidance and Counselling 53, 57-58
Hart House 201
Health Professional Education 153
Health Services 201
Higher Education Program 151-159
History and Function of OISE/UT 6-7
History and Philosophy of Education Program . . .160-169
History of Education 160-165
Human Development and Applied Psychology
    (HDAP) 100-121
Important Notices 4-5
Incidental Fees 190
Indigenous Education Network (IEN) 199
Indigenous Studies 124
Individual Reading and Research Courses 34
Initial Teacher Education Program 40, 125
Institute of Child Study 6
Institute for Knowledge Innovation and Technology . .188
Interdepartmental Research Areas 179-182
International Student Centre (ISC) 201
International Student Fees 191
International Students 191, 199
International Students' Association 199
Junior/Intermediate Education .84
Knowledge Media Design (KMD) 98, 177
Laidlaw, Dr. R. G. N., Research Centre 187
Language and Critical Pedagogy 181
Late Afternoon and Evening Classes in
    Fall and Winter Sessions 16-17
Learning and Work .125, 126, 181
Leave of Absence 19
Lesbian, Gay, Bisexual, Transgendered,
    Queer Office 201
Master of Arts (M.A.) 22
Master of Education (M.Ed.) 21
Master of Teaching in Elementary and Intermediate
    Education Program (M.T.) 24, 84-86
Measurement and Evaluation Program 87-88
Midwestern Centre 8, 189
Modern Language Centre 188
Nature and Development of Literacy 104, 182
Neuroscience 109, 178
Northwestern Centre 8, 189
Off-Campus Education 17, 63, 67, 127, 142, 153, 188
OISE/UT Student Services Office 199
Ontario College of Teachers 20, 30, 84, 105
Part-time Study 4, 16-17, 32
Person ID/Student Number 4
Philosophy of Education 160, 165-169
Policies and Regulations 5, 203
Primary/Junior Education 84
Required Period of Full-time Study 17-18
Research and Development Centres 184-188
Research and Field Activities 184-189
Research Methodology Courses 33
School and Clinical Child Psychology Program . .110-112
School Management Certificate 137, 140
Second Language Education 89-94
Secondary Program 4 (Education and Work) 40, 125
Service Charges 192
Sessional Dates and Deadlines 10-15
Sexual Harassment Office 202
SGS Regulations 5, 203-204
Sociologie et d'études de l'équité en éducation . . .122-136
Sociology and Equity Studies in Education
    (SESE) 122-136
Special Education 106
Special Students 27, 32, 191
Special Topics Courses 34
Statement of Intent 29
Status of Women Office 202
Student Housing 201
Student Number 4
Student Services and Facilities 198-202
Study in Summer Session 17
Summer Student Fees 191
Summary of Graduate Programs 33
Teacher Development Program 95-99
Teacher's Certificate of Qualification 24, 84, 105
Theory and Policy Studies in Education (TPS) . . .137-169
Transcripts 20, 29, 192, 203
Transfer Between Programs 18
Transfer Credit 18
Transformative Learning 44, 160, 182
Transformative Learning Centre 44, 188
Travaux et Théses en Français 16, 67, 180
Trent Valley Centre 8, 189
University Health Insurance Plan (UHIP) 191, 193
University of Toronto Schools 6
Withdrawals 19
Women's Studies, Collaborative Graduate Program
    (GCWS) 41, 98, 126, 139, 160, 176
Women's Studies/Feminist Studies 160, 182

Cover, designed by Doug Ullrich, includes the OISE/UT logo and the names of the OISE/UT departments and their programs.

CALENDAR 2006

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

CALENDAR 2007

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

CALENDAR

2008

January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

CALENDAR

2009

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOTES

NOTES

NOTES

NOTES

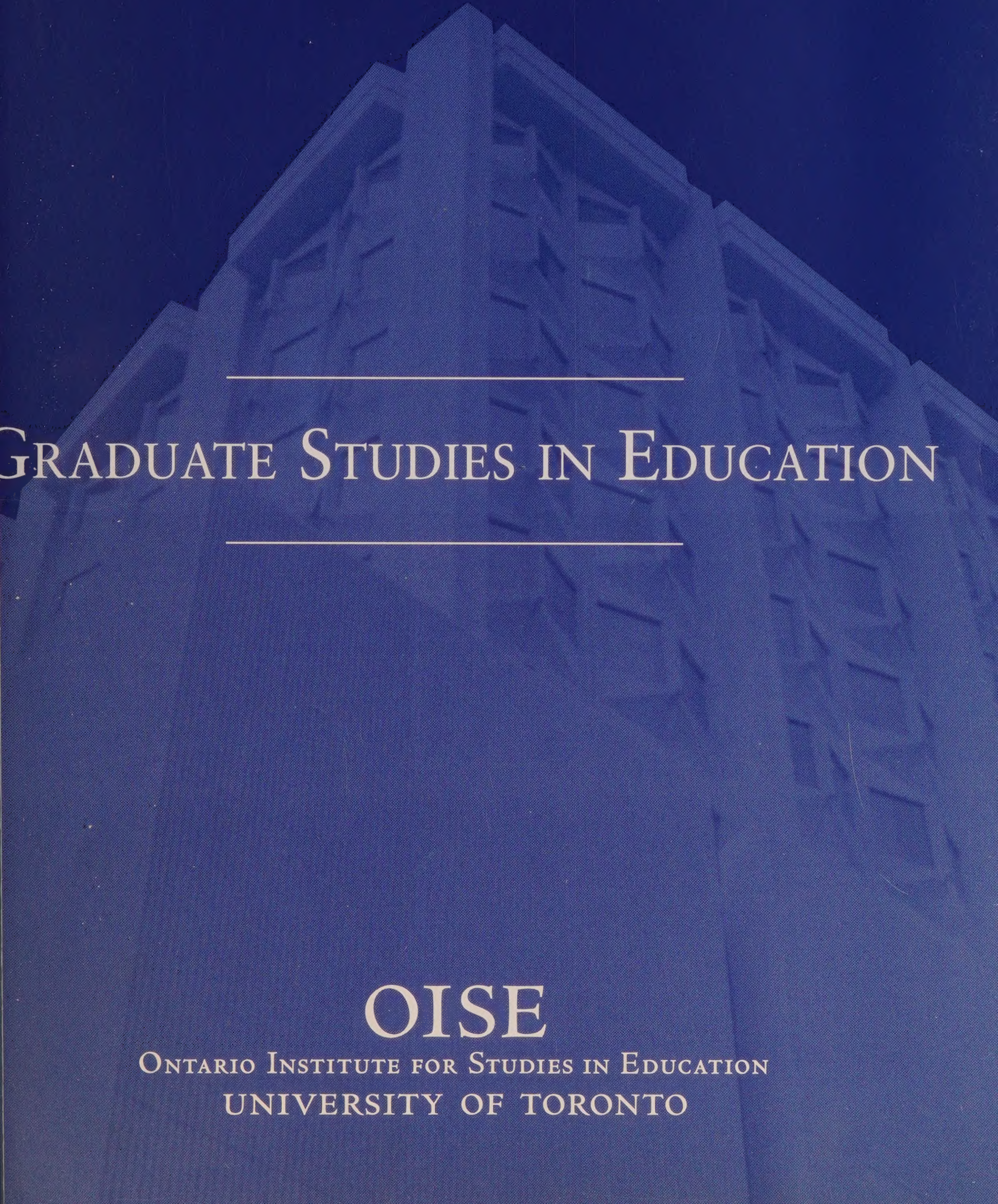
NOTES

Adult Education and Counselling Psychology
Curriculum, Teaching and Learning
Human Development and Applied Psychology
Sociology and Equity Studies in Education
Theory and Policy Studies in Education

GREAT RESEARCH FOR BETTER EDUCATION

www.oise.utoronto.ca

2007/2008 Bulletin



Graduate Studies in Education

OISE

Ontario Institute for Studies in Education
UNIVERSITY OF TORONTO

Ontario Institute for Studies in Education of the University of Toronto (OISE)

Graduate Studies in Education

2007/2008 Bulletin

LIBRARY
MAR 2 6 2007
OISE/UT

Application and Admission Inquiries:

Website: www.ro.oise.utoronto.ca
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

Current Student Registration Inquiries:

Website: www.ro.oise.utoronto.ca
Fax: 416-323-9964
Contact information is listed at the beginning of each department's section herein

252 Bloor Street West • Toronto, Ontario • M5S 1V6

Table of Contents

Important Notices 4

History and Function of OISE 6

OISE and SGS Administrative Officers (Partial List) 8

Sessional Dates and Deadlines 10

General Information 16
Travaux et Thèses en Français 16
Course Selection for Continuing M.A., M.T., M.Ed., Ed.D., and Ph.D. Students 16
Definition of Full-Time Student 16
Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions 16
Study in Summer Session 17
Off-Campus/Distance Education 17
Required Period of Full-Time Study 17
Flexible-time Ph.D. 18
Dual Registration for M.A. and Ph.D. Students 18
Transfer Credit 18
Continuity of Registration 18
Leave of Absence 19
Course Changes and Course Completion 19
Withdrawal From a Degree Program 19
Grade Reports 19
Transcripts 20
Criminal Record Report 20
Definitions 20

Minimum Admission and Degree Requirements 21
Master of Education (M.Ed.) 21
Master of Arts (M.A.) 22
Master of Teaching (M.T.) 24
Doctor of Education (Ed.D.) 24
Doctor of Philosophy (Ph.D.) 26
Flexible-time Ph.D. Degree Programs 27
Special Students 27

Application Procedures 28

Graduate Programs by Department . . 33
Summary of Departments, Programs and Fields 33
Collaborative Programs 33
Course Numbering Explained 33
Research Methodology Courses 33
Individual Reading and Research Courses 34
Special Topics Courses 34

Adult Education and Counselling Psychology (AECP) 35
Adult Education and Community Development 42
Counselling Psychology 53

Curriculum, Teaching and Learning (CTL) 63
Curriculum Studies and Teacher Development 68
Master of Teaching in Elementary and Intermediate Education 85
Second Language Education 88
Teacher Development 95

Human Development and Applied Psychology (HDAP) 100
Child Study and Education 105
Developmental Psychology and Education 107
School and Clinical Child Psychology 110

Sociology and Equity Studies in Education (SESE) 122

Sociologie et d'études de l'équité en éducation 122
Sociology in Education 122

Theory and Policy Studies in Education (TPS) 137
Educational Administration 139
Higher Education 151
History and Philosophy of Education 160

Collaborative Graduate Degree Programs 170
Aboriginal Health 170
Addiction Studies 170
Aging, Palliative and Supportive Care Across the Life Course 171
Community Development .171

Comparative, International and Development Education 173
Developmental Science 176
Environment 176
Knowledge Media Design 176
Neuroscience 177
Women's Studies (GCWS) 178

Interdepartmental Research Areas . . 179
Aboriginal Education 179
Critical Pedagogy and Cultural Studies 180
Études franco-ontariennes en éducation 180
Gender Equity in Education 181
Language and Critical Pedagogy 181
Learning and Work 181
The Nature and Development of Literacy 182
Transformative Learning 182
Women's Studies/Feminist Studies 183

Research and Field Activities 184

Research and Development Centres
Centre for Applied Cognitive Science 184
Centre for Franco-Ontarian Studies 184
Centre de recherches en éducation franco-ontarienne 185
Centre for Integrative Anti-Racism Studies 185
Centre for Media and Culture in Education 185
Centre for Studies in Science, Mathematics and Technology Education 186
Centre for the Study of Education and Work 186
Centre for Teacher Development 186
Centre for Urban Schooling 186
Centre for Women's Studies in Education 187
Comparative, International, and Development Education Centre 187
Dr. R. G. N. Laidlaw Research Centre 187
nstitute for Knowledge Innovation and Technology . 188
Modern Language Centre 188
Transformative Learning Centre 188

Field Centres
Northwestern Centre 189
Trent Valley Centre 189

Fees 190

Financial Support 193

tudent Services and Facilities 198
ISE Student Services and Facilities 198
lumni Association 198
ducation Commons 198
Graduate Students' Association (GSA) 198
ndigenous Education Network (IEN) 199
International Students' Association (ISA) 199
Kidspace Daycare 199
Student Services Office 199
University-Wide Student Services and Facilities . . 200

Policies and Regulations 203

Academic Staff 206

Index 209

Important Notices

Applications/Admissions

OISE cannot undertake to recommend for admission every applicant who meets the minimum admission requirements.

Changes to Fees

At time of publication, the 2007/2008 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 190 – 192, are from the 2006/2007 schedule. The University reserves the right to alter the fees and other charges described in this ***Bulletin***.

Changes in Programs of Study and/or Courses

The programs of study that our ***Bulletin*** lists and describes are available for the year(s) to which the ***Bulletin*** applies. They may not necessarily be available in later years. If the University or OISE must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, prerequisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Course Deadlines, Prerequisites, Limits

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 10 – 15). There are enrollment limits, as well as prerequisites, for certain courses, with the result that it will not always be possible for students to gain admission to the course of first choice.

NOTE: Students with unsatisfied conditions of admission will not be permitted to select courses.

Enrollment Limitations

The University makes every reasonable effort to plan and control enrollment to ensure that all of our students are qualified to complete the programs of study to which they are admitted, and to strike a practicable balance between enrollment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrollment in the programs of study, courses, or sections listed in the ***Bulletin***, and to withdraw courses or sections for which enrollment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

English Language Facility

OISE reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 30 – 31.

Full-Time/Part-Time Course Load

Six half-courses ordinarily constitute a full-time program of study in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program of study in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

Students wishing to change their status must submit a written request to the Registrar's Office, Graduate Studies Registration Unit. **Restrictions may apply.**

Notice of Collection

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to the website below or contact the University Freedom of Information and Protection of Privacy Coordinator.

Location: McMurrich Building, Room 201
12 Queen's Park Crescent West
Toronto, Ontario M5S 1A8
Phone: 416-946-7303
Website: www.utoronto.ca/privacy

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D. numbers.

Policies and Regulations

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. In applying to OISE, the student assumes certain responsibilities to the University and to OISE and, if admitted and registered, shall be subject to all rules, regulations and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). For full details, applicants and students are advised to consult the ***School of Graduate Studies Calendar*** or visit their Website **<www.sgs.utoronto.ca>**.

History and Function of OISE

Mission

OISE is committed to the study and improvement of education in the context of broad social issues, with an understanding that learning is a life-long activity. Its mission emphasizes excellence and equity and involves collaboration with others to address a wide array of intellectual issues and educational questions. It draws upon the insights of many academic disciplines and professional perspectives. OISE is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

In brief, OISE is committed to creating a dynamic synergy among research, teacher education and graduate programs in order to improve teaching and learning in the many contexts where it occurs.

History

OISE is celebrating one hundred years of education at the University of Toronto this year. In 1906, following the recommendation of the Royal Commission on the University of Toronto that the education of teachers "is best performed where theory and practice can be made to supplement each other," a Faculty of Education was established at the University of Toronto. The first class of 215 students entered the faculty in 1907 to take courses in pedagogy at the elementary and secondary school level. The staff consisted of 2 full time academic staff, two full time sessional appointees, forty-three part time appointees, as well as one clerical “helper” and her three occasional assistants.

The Faculty established the University of Toronto Schools (UTS) in 1910, to serve as a laboratory to improve the practical and experimental aspects of its program. In 1926, the St. George's School of Child Study, became the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres.

In 1920, the Faculty of Education became the Ontario College of Education (OCE), University of Toronto. During a period of forty-five years, “OCE” was the sole institution in the province preparing secondary school teachers and it was directly funded and controlled by the Ministry of Education. During these years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946. It also included a department of Graduate Studies and Research.

In 1965, a special act of the Ontario legislature established the Ontario Institute for Studies in Education to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education. In 1966, the departments of Graduate Studies and Research were transferred from OCE to the Ontario Institute for Studies in Education (OISE), while teacher education remained at the University of Toronto, in a restructured and renamed College of Education with its own College Council and Advisory Board. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In general, OISE and FEUT each pursued their mandates and activities separately after 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration. In 1976, ICS began offering a two-year child development-based initial teacher education program.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees. Most courses were offered on campus, but about 25 per year were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

OISE was also a major centre of educational research and development in Canada with a professional research staff to assist in carrying out its research and development mandate. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues through its seven academic departments. It developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

In February 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field. Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, nto a new professional faculty of education under the Governing Council of the University of Toronto, and ddressed its mandate, mission, administration, governance nd resources.

The new faculty, named the Ontario Institute for Studies in Education of the University of Toronto, began perations on July 1, 1996. It is one of the largest faculties t the University and one of the largest faculties of ducation in North America. It enjoys all the rights and responsibilities pursuant to its status as a university faculty. It is organized into five departments: Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Human Development and Applied Psychology; Sociology and Equity Studies; and Theory and Policy Studies in Education.

In response to a recommendation from the Royal Commission on Learning "that the consecutive program for teacher education be extended to two years," and an endorsation of this recommendation by the Ministry of Education and Training, OISE/UT developed an M.T. program which began in 1996. In 2004, UTS became an independent ancillary corporation within the University of Toronto, with its own Board of Directors.

Today, 100 years after its origins, OISE employs 155 full time academic staff, 132 permanent administrative staff and 150 sessional and part time staff. It teaches almost 10,000 students, of whom 1300 are preparing to be teachers, 2,000 are taking graduate degrees, and over 6,000 are taking professional development courses accredited by the College of Teachers. It continues to value the integration of theory and practice, but on a much larger scale than its founders envisaged.

Vision

OISE strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Deans of OISE of the University of Toronto

M.G. Fullan	1996 - 2003
J.S. Gaskell	2003 -

OISE and SGS Administrative Officers (Partial List)

School of Graduate Studies

Susan Pfeiffer, Ph.D.
Dean

Elizabeth Cowper, Ph. D.
Vice-Dean, Programs

Heather Kelly, B.A., M.A.
Student Services Director

Mingyao Liu, M.D.
Associate Dean, Life Sciences

J. J. Berry Smith
Vice-Dean, Students

OISE

Dean's Office

Jane S. Gaskell, Ed.D.
Dean

Glen A. Jones, Ph.D.
Associate Dean, Academic

Normand Labrie, Ph.D.
Associate Dean, Research and Graduate Studies

N. Carol Rolheiser, Ph.D.
Associate Dean, Teacher Education

Endowed Chairs

Carl Corter, Ph.D.
The Atkinson Charitable Foundation Chair in Early Childhood Development and Education

Marlene Scardamalia, Ph.D.
The Presidents' Chair in Education and Knowledge Technologies

Michael Skolnik, B.Phil.
The William G. Davis Chair in Community College Leadership

Canada Research Chairs

David Livingstone, Ph.D.
Canada Research Chair in Lifelong Learning and Work

Chris Moore, Ph.D.
Canada Research Chair in Social Cognitive Development

Karen Mundy, Ph.D.
Canada Research Chair in Global Governance and Comparative Educational Change

Keith Stanovich, Ph.D.
Canada Research Chair in Applied Cognitive Science

Rinaldo Walcott, Ph.D.
Canada Research Chair in Social Justice and Cultural Studies

Department Chairs

Marilyn Laiken, Ph.D.
Adult Education and Counselling Psychology (AECP)

Dennis Thiessen, Ph.D.
Curriculum, Teaching and Learning (CTL)

Janet W. Astington, Ph.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Reva Joshee, Ph.D.
Theory and Policy Studies in Education (TPS)

Department Associate Chairs

Niva Piran, Ph.D.
Adult Education and Counselling Psychology (AECP)

Tara Goldstein, Ph.D.
Curriculum, Teaching and Learning (CTL)

Douglas McDougall, Ed.D.
Curriculum, Teaching and Learning (CTL)

Michele Peterson-Badali, Ph.D.
Human Development and Applied Psychology (HDAP)

Kari Dehli, Ph.D.
Sociology and Equity Studies in Education (SESE)

TBA
Theory and Policy Studies in Education (TPS)

Field Centre Heads

Wayne Seller, M.Ed.
Coordinator, Technology-Mediated & Off-Campus Programs, Northwestern Centre

John A. Ross, Ph.D.
Trent Valley Centre

Library/Education Commons

Robert D. Cook, B.A., M.A.
Co-Director, Technology

Judith Snow, B.A., B.L.S.
Co-Director, OISE Library

Carl Bereiter, Ph.D.
Co-Director, Programs and Research

Librarians

Valerie Downs, B.A., B.L.S. (McGill)
Marian Press, M.L.S., M.A. (Toronto)
Patricia Serafini, M.L.S. (UWO)
Stephanie Swift, M.A. (Toronto), M.L.S. (Western Ontario)

Registrar's Office

Eucline Claire Alleyne, Ed.D.
Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Lisa Chinchamie, B.Sc., M.A.
Liaison Officer, Graduation

Gladys Lim, B.Sc.
Liaison Officer, Admissions

Celia Correa, B.Sc., M.Sc., M.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECP, HDAP and CTL - M.T.)

Linda Pereira
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE, TPS and CTL - T.D.)

Dean's Advisory Board

Ruth Bauman
Secretary-Treasurer, Ontario Teachers' Federation

Gerry Connelly
Director of Education, Toronto District School Board

Philip M. Dewan
Principal, Counsel Public Affairs Inc.

Rosemary Evans
Director, Academic Studies, Branksome Hall

Avis Glaze
Chief Executive Officer, Literacy-Numeracy Secretariat, Ministry of Education

Paul Gooch
President, Victoria University, University of Toronto

Penny Milton
Chief Executive Officer, Canadian Education Association

Eric Roher
Borden Ladner Gervais

Anne Sado
President, George Brown College of Applied Arts and Technology

Haroon Siddiqui
Editor Emeritus, The Toronto Star

Charles Ungerleider
Director, Research & Knowledge Mobilization, Canadian Council on Learning

Sessional Dates and Deadlines

Please note the following:

- ✦ The **Academic Year** is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.
- ✦ In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.
- ✦ Each department may also have deadlines related to these general Sessional Dates and Deadlines.
- ✦ The University's commitment and Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances: **www.provost.utoronto.ca/English/Other-University-Policies.html**

2007

January 8	Lectures begin for the 2007 Winter Session
January 12	Deadline for registration for students beginning their programs in the 2007 Winter Session. After this date a late registration fee will be charged
January 12	Final date to request a deferral of admission from the 2007 Winter Session to the 2008 Winter Session
January 16	Grade submission date for the 2006 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 16	Deadline for SDF designation for 2006 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2006 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 19	Deadline for adding 2007 Winter Session courses
January 26	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
March 2	Deadline for withdrawing from the 2007 Winter Session and full-year courses without academic penalty

2007 continued

March 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
March 12-16	Midwinter break in the Ontario school system (no OISE classes scheduled)
March 15	Deadline for Master's students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2007 Winter Session
March 19-23	Course selection information will be available for continuing students, for the 2007 Summer Session, 2007 Fall Session **and** the 2008 Winter Session
April 5	Last day of 2007 Winter Session and full-year lectures
April 6	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Summer Session, first term
April 6	Good Friday (University closed)
April 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2007 Summer Session, first term courses
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 24	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 27	Deadline for adding 2007 Summer Session courses (May – June & May – August) **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
April 30	Continuing students should select courses for the 2007 Summer Session, the 2007 Fall Session and the 2008 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
May 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2007 Summer Session, second term, **and** the 2007 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
May 7	Lectures begin for the 2007 Summer Session, first term
May 11	Deadline for registration for 2007 Summer Session courses which begin in May
May 11	Deadline for registration for 2007 Summer Session Independent Study and Research
May 15	Grade submission date for 2007 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date

2007 continued

May 15	Deadline for SDF designation for 2006 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 18	Deadline for adding 2007 Summer Session courses which begin in May
May 21	Victoria Day (University closed)
June 1	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Summer Session, second term
June 8	Deadline for dropping 2007 Summer Session, first term courses
June 8	Spring Convocation - Ph.D., Ed.D., M.Ed., M.A.
June 13	Deadline for adding 2007 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 15	Last day of 2007 Summer Session, first term lectures
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2007 Summer Session, second term courses
June 22	Spring Convocation - M.A.(CS&E), M.T. (10:00 am)
June 29	Deadline for dropping 2007 Summer Session, May to August courses
July 2	Canada Day (University closed)
July 3	Lectures begin for the 2007 Summer Session, second term
July 6	Deadline for registration, without late fee, for 2007 Summer Session, second term
July 6	Final date to request a deferral of admission from the 2007 Summer Session to the 2008 Summer Session
July 12	Deadline for adding 2007 Summer Session, second term courses
July 15	Deadline for Master's students to request convocation in the Fall if **all** degree requirements will be completed in the 2007 Summer Session
July 24	Grade submission date for 2007 Summer Session, **first term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date
July 27	Deadline for dropping 2007 Summer Session, second term courses
July 31	Deadline for adding 2007 Fall Session and full-year courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
August 3	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2007 Fall Session
August 6	Civic Holiday (University closed)
August 13	Last day of 2007 Summer Session, second term lectures
August 31	Recommended date for payment of fees for the 2007/2008 academic year

2007 continued

September 3	Labour Day (University closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2007 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 10	Lectures begin for the 2007 Fall Session and full-year courses
September 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
September 14	Deadline for 2007/2008 Fall/Winter Session registration. After this date, a late registration fee will be charged
September 14	Final date to request a deferral of admission from the 2007 Fall Session to the 2008 Fall Session
September 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
September 18	Grade submission date for 2007 Summer Session, **second term courses**. Grades will be available on ROSI (via SWS) approximately one week after this date
September 18	Deadline for SDF designation for 2007 Winter Session courses to be changed to a regular grade, an INC or a failing grade
September 28	Deadline for students whose degrees are to be conferred at Fall Convocation to submit the final Ph.D. or Ed.D. thesis
October 5	Deadline for adding 2007 Fall Session and full-year courses
October 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
October 8	Thanksgiving Day (University closed)
October 15	Deadline for Master's students to request convocation in March (in absentia) or in the Spring if **all** degree requirements will be completed in the 2007 Fall Session
November 1	Final date to request a change of start date from the 2007 Summer Session or the 2007 Fall Session to the 2008 Winter Session
November 2	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to the 2008 Winter Session
November 2	Deadline for withdrawing from 2007 Fall Session courses without academic penalty
November TBA	Fall Convocation - M.Ed., M.A., M.T., Ed.D., Ph.D. (see **www.utoronto.ca/convocation**)
November 30	Last day of lectures for the 2007 Fall Session

2007 continued

December 3	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Summer Session, the 2008 Fall Session and the 2009 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
December 3	Deadline for receipt of applications for a 2008 Fall Session and 2009 Winter Session Graduate Assistantship (for full-time study only)
December 10	Deadline for adding 2008 Winter Session courses, **without instructor's approval**. After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2008 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 24 - January 4	University closed

2008

January 7	Lectures begin for the 2008 Winter Session
January 11	Deadline for registration for students beginning their programs in the 2008 Winter Session. After this date a late registration fee will be charged
January 11	Final date to request a deferral of admission from the 2008 Winter Session to the 2009 Winter Session
January 15	Grade submission date for the 2007 Fall Session courses. Grades will be available on ROSI (via SWS) approximately one week after this date
January 15	Deadline for SDF designation for 2007 Summer Session, first and second term courses to be changed to a regular grade, an INC or a failing grade
January 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2007 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 18	Deadline for adding 2008 Winter Session courses
January 28	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 29	Deadline for withdrawing from the 2008 Winter Session and full-year courses without academic penalty

2008 continued

March 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
March 10-14	Midwinter break in the Ontario school system (no OISE classes scheduled)
March 15	Deadline for Master's students to request convocation in June if **all** degree requirements, comprehensives and/or research will be completed in the 2008 Winter Session
March 17-20	Course selection information will be available for continuing students, for the 2008 Summer Session, 2008 Fall Session **and** the 2009 Winter Session
March 21	Good Friday (University closed)
April 4	Last day of 2008 Winter Session and full-year lectures
April 4	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2008 Summer Session, first term
April 16	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 23	Deadline for students whose degrees are to be conferred at Spring Convocation to submit the final Ph.D. or Ed.D. thesis
April 30	Continuing students should select courses for the 2008 Summer Session, the 2008 Fall Session and the 2009 Winter Session prior to this date. Maximum enrollment may be reached in some courses well before this date
May 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2008 Summer Session, second term, **and** the 2008 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs, or courses, or for financial support
May 16	Grade submission date for 2008 Winter Session and full-year courses. Grades will be available on ROSI (via SWS) approximately one week after this date
May 16	Deadline for SDF designation for 2007 Fall Session courses to be changed to a regular grade, an INC or a failing grade
May 19	Victoria Day (University closed)
une 6	Final date for Special Students to submit application forms, together with all pertinent documentation, for admission to 2008 Summer Session, second term
une TBA	Spring Convocation (see **www.utoronto.ca/convocation**)

General Information

Travaux et Théses en Français

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE n'offre que quelques cours en français. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus; toutefois, il est possible de le faire à distance par Internet. Prière de consulter la page 180 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counselling

D. Schugurensky, S. Peterson

Département de curriculum, d'enseignement et d'apprentissage

A. Cumming, J. P. Cummins, G. Feuerverger, A. Gagné, D. Gérin-Lajoie, T. Goldstein, N. Labrie, S. Lapkin, K. Rehner, J. Slotta, N. Spada, M. K. Swain

Département du développement humain et de psychologie appliquée

J. Ducharme, M. Ferrari, E. Geva, J. Pelletier, J. Wiener

Département de sociologie et d'études de l'équité en éducation

M. Eichler, D. Farmer, J. Gaskell, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation

S.E. Anderson, D. Haché, R. Hayhoe, R. Sandwell
E. Smyth

Voir la section *Interdepartmental Research Area* pour une description des cours en français, sous la rubrique "Études en français" à la page 180.

Course Selection for Continuing M.A., M.T., M.Ed., Ed.D. and Ph.D. Students

Course selection information for the 2007 Summer Session, the 2007 Fall Session and the 2008 Winter Session will be available near the end of March 2007 at **<www.ro.oise.utoronto.ca>**.

Students should select courses before April 30 by using the Web service at **<www.rosi.utoronto.ca>**

NOTES:

1) For courses which require the instructor's approval or which are extra to your program of study, return the completed course Add/Drop Form to the Registrar's Office, Graduate Studies Registration Unit.

2) Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

3) If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrollment in the course.

Definition of Full-Time Student

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

Part-Time Study/Late Afternoon and Evening Classes in Fall and Winter Sessions

During the 2007 Fall Session and the 2008 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) One half-course in each of the two sessions

b) Two half-courses which run for both the Fall and Winter Sessions
OR
c) One full course which runs for both the Fall and Winter Sessions

Study in Summer Session

During each term of the Summer Session (May-June and July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

All Ph.D. students, and Ed.D. students who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program of study then).

Off-Campus/Distance Education

OISE offers off-campus sections of some courses. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Application Procedures

Applicants may contact their local OISE Field Centre (see isting in Research and Field Activities section, pages 184 - 189). Application information is available at **<www.ro.oise.utoronto.ca>**.

NOTE: Procedures are the same for all applicants (see pages 28 - 32).

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 35 - 169.

Students who have selected off-campus sections of courses by the deadline will receive written details about the site ocation and dates and times of classes before the beginning of the course. **Students are urged to select ourses by the deadline. Courses may be ancelled if enrollment is low.**

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students who have already been admitted to a degree program will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Required Period of Full-Time Study

Many programs of study specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions, i.e., September to December and January to April in the same academic year
OR
b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following areas of study and who are undertaking their required period of full-time study in the Summer Session:

- **The Ed.D. in Higher Education** in the Higher Education Program
- **The Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE department in which the program of study is being undertaken must be in a position to offer that program beginning in January.

Flexible-time Ph.D.

Flexible-time Ph.D. degree programs are offered in Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, Higher Education, Second Language Education and Sociology in Education, and differ from the regular full-time Ph.D. degree programs in design, delivery, and funding. Consult page 27, and the departmental sections, on pages 35 - 169 for further details.

Dual Registration for M.A. and Ph.D. Students

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both degree programs under the following conditions:

a) The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

b) Permission has been granted by OISE.

c) The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's degree program.

   NOTE: Only the appropriate Ph.D. fees will be charged.

d) The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Courses completed during the period of dual registration will be credited to the master's degree.

Students who are not recommended for the master's degree by the deadline and whose enrollment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. degree program.

Transfer Credit

Students who have completed graduate courses beyond that required for admission to an OISE degree program may be granted credit for up to two half-courses, or 25% of the course requirements for the degree, whichever is greater, provided that those courses were not credited toward another degree, diploma, certificate, or any other qualification.

This will not reduce the total degree program fee required.

Continuity of Registration

Doctoral students who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been completed.

NOTE: Flexible-time Ph.D. students may request permission to continue as part-time students at the end of the minimum period of full-time study.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

NOTE: M.Ed. students registered in Option IV are exemp from the above requirement.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they are past the 'minimum perio of registration' or before they have begun their last required course,** whichever comes first. If the las required course is taken in the Summer Session, a change to part-time status must have been made in the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the does not affect a student's status in the following Fall/Winter Session.

Part-time master's students register in those sessions i which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-tim fee until all other requirements have been completed. Failure to register as required will cause a student's candidacy to lapse.

Leave of Absence

Graduate students whose programs require continuous registration may apply to the OISE Registrar's Office Graduate Studies Registration Unit for a one-session to three-session leave during their program of study for:

- serious health or personal problems which temporarily make it impossible to continue in the program, or
- parental leave by either parent at the time of pregnancy, birth or adoption, and/or to provide full-time care during the child's first year. Parental leave must be completed within twelve months of the date of birth or custody. Where both parents are graduate students taking leave, the combined total number of sessions may not exceed four.

nce on leave, students will neither be registered nor will hey be required to pay fees for this period. In general, tudents on leave may not make demands upon the esources of the University, attend courses or expect advice rom their supervisor. As an exception, students on leave or parental or serious heath reasons who wish to consult vith their supervisor or other faculty are advised to make pecial arrangements through their department. Students n leave will not be eligible to receive University of oronto fellowships support. In the case of other graduate tudent awards, the regulations of the particular granting gency apply.

tudents may make application for a leave by completing he Leave Request Form and submitting it to the OISE egistrar's Office. The termination date of the degree rogram will be extended by the duration of the leave ken, i.e., one, two, or three sessions as appropriate. xcept for parental leave or in exceptional circumstances, it not expected that a student will be granted more than ne leave under the terms of this policy. Normally the art and finish of the leave would coincide with the start d end of a session.

eave requests that do not fall under the terms of this olicy will require final approval from the School of raduate Studies.

ourse Changes and Course Completion

he deadlines for adding and dropping courses for the ll, Winter and Summer Sessions are listed in the ssional Dates and Deadlines, pages 10 – 15. Students ould pay special attention to these. After these dates no anges can be made. Should a student not continue in e course, the course itself will remain on the record anscript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfill the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 10 - 15. These dates are mandatory. They represent the dates on which the grades are due in the OISE Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade students' papers in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

NOTES:

1) Only in extenuating circumstances would an appeal for an extension beyond the final deadline dates be considered.

2) Throughout a degree program at OISE, it is the student's responsibility to ensure that the OISE Registrar's Office, Graduate Studies Registration Unit, is notified, by the appropriate dates, of any changes in courses and of any other relevant information concerning their program of study.

Withdrawal From a Degree Program

In order to withdraw from a degree program, students must submit written notification along with their student card, to the Registrar's Office, Graduate Studies Registration Unit, Room 4-485. A rebate of fees, if any, will be determined by the date on which written notification of withdrawal is received by the Registrar's Office. Application for re-admission by a student who has withdrawn will be considered in competition with all other applicants.

Grade Reports

Grades will be available on ROSI via the Student Web Service at **<www.rosi.utoronto.ca>**. Please refer to the Sessional Dates in this ***Bulletin*** for further information.

Transcripts

Requests for transcripts of academic records, with the exceptions listed below, should be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre (UTTC)
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Website: **www.rosi.utoronto.ca**

Exceptions

The Additional Qualification Program for Educators (including Principals' Qualification Program)
Requests for transcripts should be made to:
The Records Officer
OISE Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743
OR 1-800-443-7612
Fax: 416-923-7834

Requests for transcripts for the following programs should be made directly to the respective division.

School of Continuing Studies
Toronto School of Theology
Woodsworth College Pre-University Program

At the time of printing this ***Bulletin***, the charge for a transcript is $10.00 for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 192 and 204.) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Criminal Record Report

School Board Requirements

The Child Study and Education two-year program and the Master of Teaching in Elementary and Intermediate Education program require successful completion of practice teaching in the schools. School Boards require students on practice teaching assignments in Ontario schools to complete a satisfactory criminal background check prior to having direct contact with students.

Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification card, the schools will not allow candidates to participate in practice teaching. Questions regarding this process should be directed to:

The Ontario Education Services Corporation
E-mail: oesc-cseo@opsba.org
Website: **www.oesc-cseo.org**

The Ontario College of Teachers Certification

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of criminal record reports and an Applicant's Declaration about their suitability for registration. Note that the report is valid for 6 months only. Questions regarding a criminal record report which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers
Telephone: 416-961-8800

Definitions

AQ: Additional Qualifications for Educators
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies
ROSI: Repository of Student Information

Minimum Admission and Degree Requirements

OISE conducts, within the School of Graduate Studies, programs of study leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program, graduate degrees at OISE do not lead to certification for teaching in Ontario's schools.

- Master of Education (M.Ed.)
- Master of Arts (M.A.)
- Master of Teaching (M.T.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 28 - 32.

Following is an outline of the **minimum** admission, program of study and completion requirements for the various graduate degrees in Education. Individual OISE departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs of study.

Applicants who hold professionally-oriented or applied degrees, and who wish to pursue graduate degrees in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Master of Education (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

At the discretion of OISE, it may be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency to an appropriate University of Toronto degree.

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program and may increase the degree fee.

The minimum requirements for the M.Ed. degree are as follows:

a) While in some OISE departments additional requirements have been established, in keeping with their department's requirement, students must undertake one of the following options to complete their degree. Not all Options are available in all departments.

- **Option I - Coursework and Comprehensive Requirement:**
  ten half-courses plus a comprehensive examination/requirement.
- **Option II - Research Project:**
  eight half-courses plus a research project or a Major Research Paper.
- **Option III - Thesis:**
  six half-courses plus a thesis.
- **Option IV - Coursework only:**
  ten half-courses

The M.Ed. degree requires that a minimum of half of the courses be taken in the home department unless otherwise specified by the department.

b) Full-time study, though desirable, is not required.

c) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

M.Ed. students registered in Option IV are exempt from the above requirement.

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they are past the "minimum period of registration" or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other degree requirements have been completed.**

M.Ed. students registered in Option IV are exempt from the above requirement.

e) All requirements for the degree must be satisfactorily completed **within six years** of first enrollment.

f) **Candidates must apply to graduate** by completing and returning an **Application to Graduate** form obtained from the OISE Registrar's Office, Graduate Studies Registration Unit. Those completing their program of study, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 15**
  Students will receive their diploma at the Fall Convocation ceremony.
- **Fall Session completion - apply by October 15**
  Students will have the option of receiving their diploma through the mail in March, since there is not ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by March 15**
  Students will receive their diploma at the Spring Convocation ceremony.

Master of Arts (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

Regulations concerning the M.A. degree are detailed in th University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE.

Some M.A. degree programs at OISE, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs of study comprised of six half-courses after a four-year bachelor's degree in the same cognate are of specialization. M.A. degree programs in, for example, Adult Education and Community Development, Curriculum Studies and Teacher Development, Educational Administration, and Higher Education are generally one-year programs of study comprised of eight half-courses after a four-year bachelor's degree in a relevar discipline or professional program. Consult departmenta information for full details, pages 35 - 169.

Admission Requirements

a) An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs of study which require specified undergraduate disciplines and/or a higher standing, pages 35 - 169.)

At the discretion of OISE, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to an appropriate University of Toronto degree.

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

) A year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

egree Requirements

pplicants must declare their choice of OISE department, egree, program and field at the time of application. pon admission, the student will be assigned to a faculty dvisor who will assist in determining an appropriate rogram of study. While in some OISE departments dditional requirements have been established, the inimum requirements for the M.A. at OISE are as llows:

OTE: Items a, b, and c below, reflect **minimum** rogram lengths – i.e. the period of time in which students mpletely immersed in full-time study would be able to mplete the program. Some students may take longer an the minimum time.

A one-year degree program comprised of at least six half-courses, selected in accordance with requirements in the home department. A minimum of four half-courses must be taken in the home department unless otherwise specified by the department.

Students admitted to an extended program of study **(one and one-half years)** on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. A minimum of five half-courses must be taken in the home department unless otherwise specified by the department.

c) Students admitted to a **two-year degree program**, on the basis of a four-year bachelor's degree which does not embrace the field of specialization proposed at the graduate level, are required to complete twelve half-courses. A minimum of six half-courses must be taken in the home department unless otherwise specified by the department.

d) A thesis. All M.A. students, with the exception of the Child Study and Education Programs which do not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full-time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students whose time limit has lapsed will not be considered by the EERC.

e) In most departments it is possible to pursue an M.A. degree on a part-time basis. A minimum of one academic year of full-time study is required for some programs of study. Consult departmental information for full details, pages 35 - 169.

f) **Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

If full-time master's students wish to change to part-time status, the change must be requested for the Fall/Winter Session **before they are past the "minimum period of registration" or before they have begun their last required course,** whichever comes first. If the last required course is taken in the Summer Session, a change to part-time status must have been made for the previous Winter Session. Students will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed. A change of status in the Summer Session does not affect a student's status in the following Fall/Winter Session.

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** of first enrollment for students admitted to one-year (six or eight half-course) degree programs and **within six years** of first enrollment for students admitted to one and one-half-year (ten half-course) or two-year (twelve half-course) degree programs.

Master of Teaching (M.T.)

The Curriculum, Teaching and Learning Department offers a two-year Master of Teaching degree. Upon successful completion of the degree requirements, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.
(See pages 85 - 87 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

At the discretion of OISE, it may be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish equivalency to an appropriate University of Toronto degree.

An applicant whose bachelor's degree is equivalent to an appropriate University of Toronto degree but which has been pursued on a part-time basis is evaluated on approximately five of the most recent and most senior level academic full courses or their equivalent. The number of courses may vary depending on the pattern of study.

Depending on the makeup of the degree, and the student's intended program of study at the master's level, some additional academic work may be required either within the degree program or prior to admission.

Applicants normally must:

a) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Be interviewed by a panel of faculty, teachers and students.

NOTE: Given the limited number of students in this degree program, not all eligible applicants can be interviewed or admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

NOTE: In addition, a criminal record report is required for certification by the Ontario College of Teachers. See page 20 for further information.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advance standing is not granted in this program. In addition to the coursework (including practica), all students must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of al first-year work.

Doctor of Education (Ed.D.)

The Ed.D. degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs of study i various fields of specialization, see the appropriate departmental sections, pages 35 - 169.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs of study which require higher standing for admission, pages 35 - 169.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) Because the degree program is intended primarily for experienced professionals in the Ontario educational system, a personal interview will be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

) Successful professional experience in education, or in a relevant field.

) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the ***OISE Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

) Additional requirements may be deemed appropriate for admission within the Ed.D. Such requirements are outlined in the departmental sections, pages 35 - 169.

egree Requirements

pplicants must declare their choice of OISE department, egree, program and field at the time of application. pon admission, the student will be assigned to a faculty lvisor, who will assist in determining an appropriate ogram of study. While additional requirements have en established in some OISE departments, the inimum requirements for the Ed.D. are as follows:

Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

) In most degree programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 35 - 169).

NOTE: Once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same field of specialization proposed at the doctoral level.

An eight half-course Ed.D. degree program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions. Typically, when more than eight new half-courses are required, it is because the master's degree lacks equivalence to that in the particular area to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE home department.

d) Candidates in some departments or programs of study will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students whose time limit has lapsed will not be considered by the EERC.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

g) All requirements for the Ed.D. degree must be completed **within six years** of first enrollment as an Ed.D. candidate.

Doctor of Philosophy (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice.

Regulations concerning the Ph.D. degree are detailed in the University of Toronto ***School of Graduate Studies Calendar***. What follows is an expansion of those regulations as they apply to the graduate degree programs in Education at OISE.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of study, see the appropriate departmental sections. The average time to completion is approximately five years. **Please also see the section on page 27 regarding the flexible-time Ph.D.**

NOTE: Transfer to the flexible-time Ph.D. is not normally permitted.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same field of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalency. (See the admission requirements section of individual departments for programs of study which require a higher standing for admission, pages 35 - 169.)

Students in an M.A. degree program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's degree program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 18.

b) Holders of master's degrees other than the OISE M.A. in the same field of specialization as proposed at the doctoral level, may be required to submit further evidence of scholarly proficiency satisfactory to OISE and to the admission committee in an OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the ***OISE Guidelines for the QRP***, available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended field of specialization, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE department may require a QRP, which must be completed satisfactorily before registration in the doctoral degree program. Please consult the ***OISE Guidelines for the QRP*** available from the Registrar's Office, Graduate Studies Admissions Unit or from **<www.ro.oise.utoronto.ca>**.

Degree Requirements

Applicants must declare their choice of OISE department, degree, program and field at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate prograr of study. While additional requirements have been established in some OISE departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time on-campus study to be undertaken at the beginning c the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible tc interrupt this period of study after the completion of the first year of required full-time study. Students must apply by submitting a '**Leave of Absence Forn** requesting the leave and outlining the reasons, to the OISE Registrar's Office, Graduate Studies Registratic Unit.

Such interruption may be granted for a maximum of one year and the terminal date of the degree prograr will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the degree program, students must maintain continuous registration an pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed field c specialization.
Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactl the same field of specialization as at the doctoral lev would be expected to undertake at least four half-courses in the OISE home department.

Typically, when more than six new half-courses are required in a degree program, it is because the master's degree lacks equivalence to that in the particular program of study to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE home department.

) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must have an approved thesis topic, supervisor and an approved thesis committee by the end the third year of registration, and must have completed all other program requirements.

The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE-wide Education Ethics Review Committee (EERC) administered by University of Toronto Research Services (UTRS). Please consult the ***OISE Guidelines for Theses and Orals*** regarding thesis and ethical review procedures.

NOTE: Proposals from students whose time limit has lapsed will not be considered by the EERC.

A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

All requirements for the Ph.D. degree program must be completed **within six years** of first enrollment as a Ph.D. candidate.

lexible-time Ph.D. Degree Programs

e Ph.D. programs in Adult Education and Community evelopment, Curriculum Studies and Teacher evelopment, Educational Administration, Higher ucation, Second Language Education, and Sociology in ucation may be undertaken on a “flexible-time” basis. e flexible-time program is intended for practicing ofessionals who can demonstrate that their employment other professional work is related to their intended field study and research interests. The flexible-time Ph.D. fers from the full-time Ph.D. in design, delivery and nding. All requirements for the flexible-time Ph.D. are same as those for the full-time Ph.D. Students who considering the flexible-time Ph.D. should ensure that y will have adequate time on campus to attend classes d to fulfill the academic requirements of a Ph.D. gram. Students must register full-time for the first four years of the flexible-time program, and may be part-time thereafter, with their Department’s approval.

Students admitted to a flexible-time Ph.D. program are not eligible for an OISE Graduate Assistantship or the Guaranteed Funding Package, nor can they transfer to the full-time Ph.D. Guaranteed Funding cohort at a later date. Applicants interested in a flexible-time Ph.D. program must review the relevant information in the current SGS Calendar, available at **<www.sgs.utoronto.ca>**.

Special Students

Special Students must submit an application for admission for each academic year of study. Effective September 2005 and subject to approval, courses taken as a Special Student may count for up to one full course (or equivalent) or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant may not apply for admission to a degree program at a later date.

Application Procedures

Applicants to Degree Programs

1. Application for Admission

Although based on the Web (including the University of Toronto, School of Graduate Studies on-line application system), the OISE graduate studies application is a self-administered application. Applicants are required to gather all relevant documentation and submit it together with completed (signed and dated) application forms – all in hardcopy to the Registrar's Office, Graduate Studies Admissions Unit. An application should not be submitted to an academic department or to the University of Toronto, School of Graduate Studies.

It is essential to include two copies of each item (with the exception of the sample of written work).

NOTE: Simply entering information on the on-line application system is not considered submission of the application for admission.

- **Complete applications** will be processed upon receipt.
- **Incomplete applications** (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Information About Applying

For application information and forms, visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further information, contact:
OISE Registrar's Office
Graduate Studies Admissions Unit, Room 4-485
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application package as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 1, 2006,** for registration in the 2007/2008 academic year. While applications may be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support.
If admission remains open, note the following secondary deadlines for receipt of a complete application:

March 2, 2007	for 2007 Summer Session First Term (May)
May 4, 2007	for 2007 Summer Session Second Term (July)
May 4, 2007	for 2007 Fall Session (September)
October 5, 2007	for 2008 Winter Session (January)

NOTE: The deadline for application for the 2008/2009 academic year will be December 3, 2007.

4. Non-refundable Application Fee Plus Non-refundable Supplementary Fee

Applicants must pay the non-refundable application fee plus the non-refundable supplementary fee. For students currently registered in an OISE master's program and continuing into an OISE doctoral program, and for form OISE students with no current registration, the applicati fee and supplementary fee is applicable.

There are no refunds, waivers, exemptions or deferrals of the application fee or supplementary fee. A single application fee plus a single supplementary fee is applica even if applying to more than one OISE program of stud

NOTE: For 2007/2008 the application fee is $90 (Canadian) and the supplementary fee is $70 (Canadian) for a total $160. Fees are subject to change for 2008/2009.

Payment of the application fee and supplementary fee must be received before an application will be considere Applicants are encouraged to pay on-line (VISA, Mastercard) via the University of Toronto, School of Graduate Studies on-line application system.

Supporting Documentation

plicants are required to gather all relevant documen-
ion and submit it together with completed, hardcopy
gned and dated) application for admission forms
enerated via the University of Toronto, School of
aduate Studies on-line application system).

exceptional circumstances, applicants may make
angements for supporting documentation to be sent
ectly to the OISE Registrar's Office. All documents sent
ectly to the Registrar's Office must be sent to the
ention of the Graduate Studies Admissions Unit.
rther, the University of Toronto, School of Graduate
idies on-line application system assigns an Applicant
umber; if submitting supporting documents separate
m application for admission forms, this reference
mber must be included. If documents are not correctly
entified, there will be a delay in processing, or the
cuments may not be received.

documents submitted in support of an application
come and remain the property of the University of
ronto and are not returnable or transferable.

Transcripts

o official transcripts of an academic record from each
d every university attended (including the University of
ronto) must be included in an application. University
dy consists of degree programs, pre- and post-degree
urses (even a single course), and professional
velopment (e.g. Additional Qualification Courses for
ucators). If applying to a doctoral program, official
nscripts pertaining to both bachelor's and master's
grees must be submitted.

ficial transcripts are transcripts received in the OISE
gistrar's Office in a sealed, signed/stamped envelope
ectly from the issuing institution. Applicants must
ke arrangements to have official transcripts sent to them
d then include them in the issuing institution's
opened envelope(s) as part of an application.
anscripts must be received in our office in a sealed
velope, signed/stamped by the issuing institution.
anscripts received in an unsealed envelope are not
nsidered official. Faxed copies of transcripts, or
nscripts issued to the student, or informal grade reports,
electronically transmitted transcripts will not be
nsidered official.

ficial English language translations must accompany all
n-Canadian documentation not written in English. An
icial translation is one received in the OISE Registrar's
fice in a sealed, signed/stamped envelope directly from
accredited Translation Service.

Letters of Reference

ninimum of **two** supporting letters of reference, one academic and one professional, must be included in an application.

Some degree programs require additional letters of reference. Applicants may also submit supplemental letters of reference at their discretion.

The academic reference should be from a university instructor with whom the applicant has studied. The professional reference should be from a referee who is familiar with the applicant's professional work and promise.

c) Résumé

Two copies of an up-to-date résumé or curriculum vitae must be included in an application.

The résumé should detail employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a statement of intent (also known as a plan of study) must be included in an application. The statement of intent should detail study and/or research interests, career goals and reasons for seeking admission. Applicants may also wish to identify OISE faculty members with whom they are interested in working. The length of a Statement of Intent can vary, but generally it should be between one and three pages.

e) 'Other' Documentation

Some departments or programs require additional supporting documentation. **Two** copies of all 'other' supporting documentation must be included in an application (with the exception of the sample of written work). Refer to the relevant departmental section(s) in the OISE ***Bulletin*** for further information. For example:

- ✦ Applicants to the School and Clinical Child Psychology Program are requested to submit an additional academic letter of recommendation.
- ✦ Applicants to some M.Ed. or Ed.D. degree programs are required to submit documents attesting to teacher education and certification.
- ✦ Applicants to the Department of Sociology and Equity Studies in Education are required to submit a sample of their written work in the area of the social sciences.
- ✦ Applicants to the Curriculum Studies and Teacher Development Ph.D. program are required to submit their master's thesis or a sample of single-authored scholarly writing.

- Applicants to the Second Language Education Ph.D. program who have not completed a master's thesis are required to submit a sample of single-authored scholarly writing.
- Applicants to the Higher Education program (excluding M.Ed. degree) are required to submit a sample of their written work.
- Applicants to the two-year Child Study and Education Program and the Master of Teaching in Elementary and Intermediate Education Program are required to submit a photocopy of a Canadian birth certificate or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.

  NOTE: In addition, a criminal record report is required for certification by the Ontario College of Teachers. See page 20 for further information.

6. English Language Facility

OISE reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English.

If applicable, applicants are strongly encouraged to submit satisfactory evidence of English language facility as part of a complete application for admission. When evidence of English language facility is required, an Offer of Admission will not be issued until the requirement is fully satisfied. In addition, because available spaces in a program are limited a department may not reserve an offer of admission if the English language requirement is not satisfied at the time of application.

Evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests. Test scores must be forwarded directly from the testing service to the OISE Registrar's Office, Graduate Studies Admissions Unit, to be considered official. Test scores are valid for two years from the date of testing.

✦ Test of English as a Foreign Language (TOEFL)

Educational Testing Service, P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.
Telephone: 1-877-863-3546
E-mail: toefl@ets.org
Website: **www.toefl.org**

Presently, the TOEFL is offered in **three** formats:
paper-based, on which a minimum total score of 580 is required (must include the Test of Written English component with a minimum score of 5.0)
OR
computer-based, on which a minimum total score of 237 is required (with a minimum score of 5.0 on the Essay Rating component)
OR
internet-based, on which a minimum overall score of 93/120 is required (with a minimum score of 22/30 for both the Writing and Speaking components)

The OISE "Institution Code" is 0982.

✦ Michigan English Language Assessment Battery (MELAB)

English Language Institute, MELAB Office
University of Michigan,
401 East Liberty Street, Suite 350
Ann Arbor, Michigan
48104-2298, U.S.A.
Telephone: 1-866-696-3522
E-mail: melabelium@umich.edu
Website: **www.lsa.umich.edu/eli/melab.htm**
OR
The Toronto MELAB Test Centre
University of Toronto, New College
45 Willcocks Street, Room 139
Toronto, Ontario M5S 1C7
Telephone: 416-946-3942
E-mail: melab.newcollege@utoronto.ca
Website: **www.melab.ca**

The minimum MELAB score required is 85.

✦ International English Language Testing System (IELTS)

University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU
E-mail: ielts@ucles.org.uk
Website: **www.ielts.org**

The minimum IELTS score required is 7.0.

✦ The Certificate of Proficiency in English (COPE

COPE Testing Limited
283 Danforth Avenue
P.O. Box 462
Toronto, Ontario M4K 1N2
Telephone: 416-962-2673
E-mail: info@copetest.com
Website: **www.copetest.com**

The minimum COPE score required is 4 (with at least in each component and 2 in the writing component).

✦ The University of Toronto, School of Continuing tudies, English Language Program, Academic reparation Course

52 Bloor Street West, Room 4-106
oronto, Ontario M5S 1V6
elephone: 416-978-5104
-mail: scs.esl@utoronto.ca
ebsite: **www.learn.utoronto.ca/uoft/esl**

he University of Toronto, School of Continuing Studies, nglish Language Academic Preparation Course completed t Level 60 (Advanced) with a grade of at least 'B' is equired.

. Graduate Assistantships

ISE Graduate Assistantships are available for full-time gistration only, within any program of study. pplication forms must be received by December 1 prior the academic year for which the application is being ibmitted.

or more information on OISE Graduate ssistantships contact:
ISE Student Services Office
52 Bloor Street West, Room 8-225
oronto, Ontario M5S 1V6
elephone: 416-923-6641 ext. 8157
-mail: gradfinasst@oise.utoronto.ca
ebsite: **www.oise.utoronto.ca/studentservices**

OTE: The University of Toronto is unable to provide lequate financial assistance to International Students tudents who are neither Canadian Citizens nor rmanent Residents). If an International Student is not varded a funding package at the time of admission, there e negligible opportunities for financial assistance ereafter as a continuing student. International Students ould carefully and thoughtfully consider the serious nancial implications of being an OISE graduate student. is very unfortunate when a student cannot continue in eir program of study due to financial hardship. See ges 193 - 197 for information on graduate student nancial support. Also see pages 190 and 191 for formation on International Student Fees.

Proceeding to Doctoral Degrees

l OISE master's degree candidates wishing to proceed to ctoral degree programs in education must formally apply admission and be considered in competition with all ner doctoral applicants.

9. Deferrals

✦ Deferral of Admission

Normally, admission is valid only for the beginning date specified on the Offer of Admission in the section "Program to Begin." Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

In exceptional circumstances a department may recommend deferral of admission for a maximum of twelve months (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than the deadline to register for the session to which the applicant has been accepted. For example, if a student is admitted for the 2007 Fall Session but is not able to begin the program until the 2008 Fall Session, the student's request for deferral must be received no later than September 14, 2007. Requests for deferral received in the Registrar's Office too late for consideration will be denied and the applicant will be required to re-apply for admission.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. As well, an official transcript will be required to document any new university-level study completed in the interim period.

Applicants whose requests for deferral of admission have been approved and who have been awarded an OISE Graduate Assistantship may not defer the award to the next academic year, unless the offer of admission is within the guaranteed funding cohort. OISE Graduate Assistantship applications are available in September for the following academic year.

✦ Delay to the Winter Session

Some degree programs permit students to begin their program of study in the Winter Session of the year of acceptance (i.e. January). Requests for a change of start date to the Winter Session should be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, as soon as possible but must be received prior to registration, and no later than November 1 of the year of acceptance. Requests received in the Registrar's Office after November 1 of the year of acceptance will not be considered.

Applicants who have been awarded an OISE Graduate Assistantship may delay the award to the Winter Session if their request for a change of start date to the Winter Session is approved.

Special Student Applicants

Special Students must submit an application for admission for each academic year of study. Effective September 2005 and subject to approval, courses taken as a Special Student may count for up to one full course (or equivalent) or 25% of the course requirements for the degree, whichever is greater, in a subsequent degree program at the University of Toronto, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification.

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE degree students, then other University of Toronto degree students, and finally to Special Students.

NOTE: Students accepted to a doctoral degree program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enroll in a full-time program of study which does not lead to a degree. See the section Minimum Admission and Degree Requirements, pages 21 - 27.

Part-Time Study

Students wishing to take one or two graduate courses outside of a current degree program are admitted as part-time Special Students.

Those accepted with standing lower than a University of Toronto **mid-B** may not apply for admission to a degree program at a later date.

Graduate Programs by Department

On the following pages is information about graduate studies offered by OISE's five departments - their programs, fields, courses and faculty. Applicants and students may wish to consult the individual OISE department regarding faculty who may be on sabbatical eave during the coming academic year.

Summary of OISE's Departments, Programs and Fields

NOTE: Applicants select a program of study in the following sequence: Department, Program, and Field (if applicable).

Adult Education and Counselling Psychology

) Adult Education and Community Development Program
) Counselling Psychology Program
  Fields: a) For Community and Educational Settings
  b) For Psychology Specialists
  c) Guidance and Counselling

Curriculum, Teaching and Learning

) Curriculum Studies and Teacher Development Program
) Master of Teaching in Elementary and Intermediate Education Program (P/J & J/I)
) Second Language Education Program

Human Development and Applied Psychology

) Child Study and Education Program
) Developmental Psychology and Education Program
) School and Clinical Child Psychology Program

ociology and Equity Studies in Education

) Sociology in Education Program

heory and Policy Studies in Education

) Educational Administration Program
) Higher Education Program
  Fields: a) Health Professional Education
) History and Philosophy of Education Program
  Fields: a) History of Education
  b) Philosophy of Education

Collaborative Programs

OISE also participates is several Collaborative Programs. lease see pages 170 - 178 for more information.

Course Numbering Explained

Most courses are offered as half-courses, identified by an **H** following the course number. Full courses are identified by a **Y** after the course number. At the time of publication the actual session in which a course is to be offered is not known.

The three-letter course prefixes indicate the OISE department with which they are identified (see below). Prior to the 1998 Summer Session, OISE graduate courses were prefixed with EDT.

AEC:	Adult Education and Counselling Psychology
CTL:	Curriculum, Teaching and Learning
HDP:	Human Development and Applied Psychology
SES:	Sociology and Equity Studies in Education
TPS:	Theory and Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix, or by a three-prefix code of **CIE**.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Studies and Teacher Development Program, CTL1000 to 1799 series refers to master's level courses; CTL1800 to 1999 series refers to doctoral level courses, etc.

Research Methodology Courses

OISE has a great deal of expertise in the area of qualitative, quantitative and mixed research methodology. We offer a wide variety of research methodology courses through our various programs that range from introductory to advanced levels. We also offer courses that are specific to a particular topic or discipline. Many programs require students to take one or more methodology courses to complete their program of study. It is the student's responsibility to understand the requirements for their program. In some cases, it may be possible to take a research methodology course in another program or department to fulfill their program requirements but students should consult with their supervisor or program advisor before enrolling in any course outside of their program. Research methodology courses are flagged by an **[RM]** in the courses listed for each program.

Individual Reading and Research Courses

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of OISE's graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's home department and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 10 - 15.)

Special Topics Courses

Each department also offers a number of Special Topics courses in specific areas not already covered in regular course offerings.

Adult Education and Counselling Psychology (AECP)

he Department of Adult Education and Counselling sychology consists of two distinct programs:

- **Adult Education and Community Development**
- **Counselling Psychology**

he Department welcomes applications to its graduate rograms from qualified candidates from Ontario, Canada, nd abroad.

ach program offers the following degrees: M.Ed., M.A. nd Ph.D. Additionally, an Ed.D. degree is offered in the ounselling Psychology Program. In the Counselling sychology Program the M.A. and Ph.D. degrees lead to ligibility for registration as a Psychological Associate or sychologist, respectively, with the College of Psychologists f Ontario. The M.Ed. degree provides the basic reparation for Certification as a Certified Canadian ounsellor (CCC) with the Canadian Counselling ssociation.

he Adult Education and Community Development rogram also offers a Certificate in Adult Education for hose whose academic preparation makes them ineligible r graduate accreditation programs. In addition, there is a ertificate in Adult Training and Development for those ith an interest in that area. The Counselling Psychology rogram offers a Certificate of Completion in Cognitive ehavioural Therapy.

he Department is also involved in several graduate collab-rative programs (page 40) as well as the Initial Teacher ducation program (page 40).

eneral Information

or application information and forms visit the egistrar's Office Website: **www.ro.oise.utoronto.ca**

you require further application information, contact:
raduate Studies Admissions Unit, Room 4-485
elephone: 416-923-6641 ext. 2663
-mail: gradstudy@oise.utoronto.ca

or information about registration, contact:
hristine Fung, Liaison Officer
ISE Registrar's Office
raduate Studies Registration Unit, Room 4-485
elephone: 416-923-6641 ext. 2665
-mail: cfung@oise.utoronto.ca

Academic Information

Susan Hall, Graduate Program Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Adult Education and Community Development Program

Nancy Jackson, Program Coordinator
Telephone: 416-923-6641 ext. 2440
E-mail: njackson@oise.utoronto.ca

Counselling Psychology Program

For specific program information see our website at:
http://www.oise.utoronto.ca/depts/aecdcp/cp.php

Program Coordinator 2007/2008
TBA

Chair of the Department

Marilyn Laiken, Ph.D. (Toronto)
Professor
mlaiken@oise.utoronto.ca

Associate Chair of the Department

Niva Piran, Ph.D. (Texas)
Professor
npiran@oise.utoronto.ca

Adult Education and Community Development Program

✦ Faculty

Eileen Antone, Ed.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program, University of Toronto
(First Nations Education and Indigenous Studies)
eantone@oise.utoronto.ca

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; community organizing in solidarity work the social movements of disenfranchized populations – psychiatric survivors, prisoners, people who are homeless, nonprescription drugs users, undocumented people, and sex trade workers; popular education, and political theatre)
bburstow@oise.utoronto.ca

Ardra L. Cole, Ed.D. (Toronto)
Professor
(qualitative research methods; arts-informed research methods; Alzheimer disease and caregiving; teacher development; teacher education)
acole@oise.utoronto.ca

Anne Goodman, Ph.D. (Toronto)
Assistant Professor
(transformative learning; paradigmatic approaches to globalization; ecological education; community-based approaches to peace, reconciliation and social change; spirituality and education; alternative ways of knowing, including African and Aboriginal perspectives)
agoodman@oise.utoronto.ca

Nancy S. Jackson, Ph.D. (British Columbia)
Associate Professor
(workplace learning theory, policy and praxis; social organization of skill/working knowledge; cultural studies of working life; labour and gendered perspectives on work and learning; adult literacy; social practice approaches to literacy theory and practice; critical, ethnographic, institutional and participatory research methodologies)
njackson@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Professor
(creative inquiry through forms of qualitative research [especially arts-informed research, reflexive inquiry and life history, personal history/autobiography and ethnography]; personal and professional learning; environmental and outdoor education as well as sense-of-place studies [including ecological identity]; education/school architecture; alternative and home education [including parental involvement in schools and education]; community involvement in education; teacher development and education [especially personal history influences on teaching practices, alternative models of preservice teacher education, and adult oriented pedagogies])
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Professor
(workplace redesign, renewal and change management; organizational learning across sectors; work team development and transformative leadership; action research for organizational change; experiential and self-directed adult education; on-line informal learning through communities of practice in the workplace)
mlaiken@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed from Sociology and Equity Studies in Education
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
Professor
(feminist theory; critical theory; social movements; globalization and local & global resistance; community education and development and change; alternative development paradigms)
amiles@oise.utoronto.ca

Kiran Mirchandani, Ph.D. (McGill)
Associate Professor
(gendered/racialized processes in work settings; critical perspectives on organizational development and learning; globalization and economic restructuring)
kmirchandani@oise.utoronto.ca

Shahrzad Mojab, Ph.D. (Illinois)
Professor
(equity and diversity in the workplace; educational policy studies; critical feminism and anti-racism pedagogy; comparative and international adult education; lifelong learning policy; women, war and learning; war and education)
smojab@oise.utoronto.ca

Karen Mundy, Ph.D. (Toronto)
Associate Professor, Director, Comparative, International and Development Education Centre and the Collaborativ Degree Program in Comparative, International and Development Education and Canada Research Chair in Global Governance and Comparative Educational Chang
(international and comparative education; sociology of education; education policy in developing countries; educatio in Africa; literacy and adult education; global governance in education)
kmundy@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed to Sociology and Equity Studi in Education and Theory and Policy Studies in Educatio
(feminist, anti-racist, anti-colonial studies; immigrant women; work restructuring and globalization; gender, race and class analysis; health, body and embodied learning base in eastern philosophical traditions; social movement learning integrative approaches to equity in education; feminist and qualitative research including feminist research and institutional ethnography)
rng@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, Co-Director, Social Economy Centre, cross-appointed to Sociology and Equity Studies in Education
(nonprofits and co-operatives within a social economy framework; Projects: mapping and conceptualizing the socia economy; measuring volunteer value; social investment of labour-based pension funds, with a focus on labour educati Interests: the social economy, community development, and workplace and economic democracy)
jquarter@oise.utoronto.ca

ean-Paul Restoule, Ph.D. (Toronto)
ssistant Professor
Aboriginal education, indigenous knowledge, ethics and
ethodologies, media and cultural representation, cultural
udies, cultural identity development)
estoule@oise.utoronto.ca

aniel Schugurensky, Ph.D. (Alberta)
ssociate Professor
dult education history, policy and theory; popular education
nd community development; citizenship education and
articipatory democracy; immigration; volunteerism;
mparative education; political economy of education, with
cus on Latin America)
schugurensky@oise.utoronto.ca

nnifer Sumner, Ph.D. (Guelph)
ssistant Professor
ritical pedagogy; environmental adult education; sustain-
bility; globalization; rural communities; and organic
riculture)
umner@oise.utoronto.ca

Associated Instructors

iane Abbey-Livingston, M.Ed. (Toronto)
onsultant: organizational learning and change
bbeylivingston@oise.utoronto.ca

aryAnn Archer, Ed.D. (Toronto)
rganizational development consultant
archer@nxknowledge.com

la Carmichael, Ph.D. (Toronto)
nior Researcher and Educator, Ontario Public Service
nployees' Union; Negotiator; strategic policy, rights at
ork, workplace and organization democracy
rmichael@opseu.org

uy Ewing, Ph.D. (Toronto)
ommunity literacy worker and researcher
ye@ca.inter.net

argaret Fisher, Ed.D. (Toronto)
dult educator and marriage/family therapist
nail: mfisher@kingston.net

smin Gopal, Ph.D. (Georgia)
smin.gopal@gmail.com

aura McIntyre, Ed.D. (Toronto)
HRC Post Doctoral Visitor
mcintyre@oise.utoronto.ca

tty Jane Richmond, Ph.D. (Toronto)
anager of Evaluation and Research, Trillium Foundation
richmond678@aol.com

Professors Emeriti

Joseph P. Farrell, Ph.D. (Syracuse)
Peter Gamlin, Ph.D. (Cornell)
David Hunt, Ph.D. (Ohio State)
Keith McLeod, Ph.D. (Toronto)
Solveiga Miezitis, Ph.D. (Toronto)
Edmund V. O'Sullivan, Ph.D. (Syracuse)
Alan M. Thomas, Ph.D. (Columbia)
Allen M. Tough, Ph.D. (Chicago)

Counselling Psychology Program

✦ Faculty

Charles P. Chen, Ph.D. (British Columbia)
Associate Professor
(life career development; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita-philosophy-based career counselling techniques)
cpchen@oise.utoronto.ca

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
jgillis@oise.utoronto.ca

Mary Alice Julius Guttman, Ph.D. (Wisconsin)
Professor
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling; qualitative research)
maguttman@oise.utoronto.ca

Roy Moodley, Ph.D. (Sheffield, UK)
Associate Professor
(multicultural counselling; 'race', culture and ethnicity in psychotherapy; traditional healing)
roymoodley@oise.utoronto.ca

Niva Piran, Ph.D. (Texas)
Professor
(counselling and health promotion research; feminist counselling; immigration and multicultural women's mental health; body image development)
npiran@oise.utoronto.ca

Margaret S. Schneider, Ph.D. (York)
Associate Professor, cross-appointed to Public Health Sciences
(community mental health; gender and sexual orientation; human/animal bond)
mschneider@oise.utoronto.ca

Judith A. Silver, Ph.D. (Toronto)
Lecturer, Co-Director, OISE Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE
(holistic approaches to counselling; supervision; professional practice issues)
jsilver@oise.utoronto.ca

Lana Stermac, Ph.D. (Toronto)
Professor, Chair
(feminist issues in violence; psychology and law; sexual abuse and assault; war trauma and learning)
lstermac@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)
Associate Professor
(process-experiential therapy; cognitive-affective processes in the treatment of depression; psychotherapy process and outcome; the therapeutic alliance)
jewatson@oise.utoronto.ca

✦ Associated Faculty

Bonnie Burstow, Ph.D. (Toronto)
Senior Lecturer
(qualitative research; critical and feminist pedagogy; feminist psychotherapy; anti-racist education; working with survivors of trauma; working with psychiatric survivors; popular education)
bburstow@oise.utoronto.ca

✦ Sessional Faculty

Gregory Hamovich, Psy.D. (Rutgers)
Assistant Professor
(psychological assessment; short-term dynamic psychotherapy; professional issues in psychology)
ghamovitch@oise.toronto.ca; ghamovitch@bellnet.ca

Becky J. Liddle, Ph.D. (North Carolina)
Associate Professor
(lesbian, gay, bisexual, & transgender issues; multicultural counseling; effective teaching in counselor education)
bliddle@oise.utoronto.ca

✦ Associated Instructors

Diana Rose Brecher, Ed.D. (Toronto)
Clinical Coordinator of the Centre for Student Development and Counselling, Ryerson Polytechnic University
dbrecher@acs.ryerson.ca

Colin Campbell, Ed.D. (Toronto)
International Futurist; CEO, Human Resources Strategies Inc.
colincampbell@sympatico.ca

Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women' Centre
karin.jasper@utoronto.ca

Nina Josefowitz, Ph.D. (Toronto)
Psychologist, private practice
njosefowitz@aol.com

Maura McIntyre, Ed.D. (Toronto)
SSHRC Post Doctoral Visitor
mmcintyre@oise.utoronto.ca

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham
e.meade@sympatico.com

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto
sam.minsky@utoronto.ca

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice
marsha.rothstein@rogers.com

Ronald E. Warner, Ed.D. (Toronto)
Psychologist, private practice
rewarner@oise.utoronto.ca

✦ Internship Supervisors

NOTE: Changes to several of the following can be expected in September 2007.

Judith A. Silver, Ph.D (Toronto)
Internship Coordinator & Clinic Co-Director, OISE Counselling and Psychoeducational Clinic, University of Toronto

Jeffery L. Abracen, Ph.D (McGill)
Chief Psychologist, Central District Parole, Correctional Service Canada, Toronto

Donna Akman, Ph.D (Toronto)
Psychologist, Centre for Addiction and Mental Health, Toronto

Dita Andersson Everett, Ph.D (Boston College)
Staff Psychologist, University of Toronto Counselling an Learning Skills Service

Tom Boniferro, Ph.D (Alberta)
Coordinator of Psychological Services, Thames Valley District School Board, London

isa Bourque, Psy.D (Adler School, Chicago)
irector of Clinical Training, Dr. Dan Dalton
sychological and Counselling Services, Burlington

iana R. Brecher, Ed.D (Toronto)
sychologist and Clinical Coordinator, Ryerson University
ounselling and Development Centre, Toronto

ennifer Coolbear, Ph.D (York)
taff Psychologist, Hospital for Sick Children, Eating
isorders Day Hospital, Toronto

hane R. Crossley, Ph.D (Toronto)
rincipal, Thane Crossley Partners, Toronto

ilenna Denisoff, Ph.D (York)
sychologist, Centre for Addiction and Mental Health,
oronto

ira Drugovic, Ph.D (Waterloo)
sychologist, University of Waterloo Health Services,
aterloo

iane Farr, Ph.D (York)
hief Psychologist, Vanier Centre for Women, Milton

dward Glassman, Ph.D (York)
taff Psychologist, Mental Health Program, North York
eneral Hospital, Toronto

regory Hamovich, Psy.D (Rutgers)
ssistant Professor, OISE Counselling and
sychoeducational Clinic, University of Toronto

arin Jasper, Ph.D (Toronto)
linical Specialist, Hospital for Sick Children, Eating
isorders Day Hospital, Toronto

ecky J. Liddle, Ph.D (North Carolina, Chapel Hill)
ssociate Professor, OISE Counselling and
sychoeducational Clinic, University of Toronto

iuliana Malvestuto-Filice, Ph.D (York)
sychologist, York Catholic District School Board, Aurora

huck Marino, Ph.D (Edinburgh)
ssociate Professor and Senior Consultant, Atkinson
ounselling & Supervision Centre, York University,
ronto

eather McLean, Ph.D (Queen's)
sychologist, Markham Stouffville Hospital, Markham

m Minsky, Ph.D (Toronto)
irector, University of Toronto Counselling and Learning
kills Service, Toronto

Rob Muller, Ph.D (Michigan State)
Psychologist, Ryerson University Counselling and
Development Centre, Toronto

Schrine Persad, Ed.D (Toronto)
Chief Psychologist, York Catholic District School Board,
Aurora

Judith Pilowsky, Ph.D (Toronto)
Clinical Psychologist, Pilowsky Psychology Professional
Corporation, Toronto

Johan Reis, Ed.D (Toronto)
Psychologist, University of Waterloo Health Services,
Waterloo

Farrokh Sedighdeilami, Ph.D (York)
Psychologist, Surrey Place Centre, Toronto

Lynne Sinclair, Ph.D (York)
Psychologist, Surrey Place Centre, Toronto

Karen Solomon, Ph.D (Toronto)
Counsellor/Supervisor, York University Counselling and
Development Centre, Toronto

Robert F. Stevens, Ph.D (York)
Psychologist, William Osler Health Centre, Brampton

Tania S. Stirpe, Ph.D (Toronto)
Staff Psychologist, Correctional Service Canada (Parole),
Toronto

Jeanne E. Watson, Ph.D (York)
Associate Professor, OISE Counselling and
Psychoeducational Clinic, University of Toronto

Initial Teacher Education Program

✦ Business Studies

Lennox Borel, M.A., M.Ed., D.B.A. (Toronto)
Sessional Lecturer II
(business studies; labour studies; human rights)
lborel@oise.utoronto.ca

Madeline Dennis, B.A., B.Ed.
Pre Service Instructor SP4
(business education; text book writing; business studies curriculum)
mdennis@oise.utoronto.ca

✦ Technological Studies

Sara McKitrick, M.Ed. (Toronto)
Lecturer
(technological education, PLAR, political economy in educational change)
smckitrick@oise.utoronto.ca

Bernie Burns, Dip. Ed. (Western) B.A. (Waterloo)
Sessional Lecturer
(technological education, skilled trades shortage)
bburns@oise.utoronto.ca

Bob Corney, B.A. (McMaster)
Sessional Lecturer II
(technological education, regulatory environment, leadership & change)
bcorney@oise.utoronto.ca

Larry Maloney, M.Ed.
Lecturer
(technological education, women in technology, technology in education)
lmaloney@oise.utoronto.ca

Professors Emeriti

Sabir A. Alvi, Ph.D. (Indiana)
J.R. Bruce Cassie, Ph.D. (SUNY at Buffalo)

Initial Teacher Education Program

Faculty members in this department participate in the Initial Teacher Education program through the Secondary Program 4 (Education and Work) and preservice or cross-listed Related Studies courses.

This option is designed for Initial Teacher Education candidates in Business Studies or Technological Studies subject areas with an interest in workplace issues and transitions to the M.Ed. program. This arrangement involves three graduate programs - Sociology in Education, Adult Education and Community Development, and Counselling Psychology.

The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Initial Teacher Education program for Business Studies

Lennox Borel
E-mail: lborel@oise.utoronto.ca

Initial Teacher Education program for Technological Studies:

Sara McKitrick
E-mail: smckitrick@oise.utoronto.ca

OISE Collaborative Graduate Programs

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating AECD Faculty:
Angela Miles, Kiran Mirchandani, Shahrzad Mojab, Karen Mundy, Roxanna Ng, Daniel Schugurensky.

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., and Ph.D. levels in the Departments of the Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 173 - 175 in this ***Bulletin*** and on the CIDE Websit at **<cide.oise.utoronto.ca>.** You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the departmen of Adult Education and Counselling Psychology that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this ***Bulletin*** (pages 173 - 175).

AEC1102H	Community Development: Innovation Models
AEC1114H	Comparative and International Perspective in Adult Education

AEC1145H	Participatory Research in the Community and the Workplace [RM]
AEC1146H	Women, War and Learning
AEC1180H	Aboriginal World Views: Implications for Education
AEC1181H	Embodied Learning and the Qi Gong
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3131H	Special Topics: Popular Education: Comparative and International Perspectives
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3132H	Special Topics in Women in Development and Community Transformation
AEC3138H	Social Theories and Adult Education
AEC3140H	Post-colonial Relations and Transformative Education
AEC3179H	Work, Technology and the Knowledge Economy
AEC3180H	Global Governance and Educational Change
CIE1001H	Introduction to Comparative, International and Development Education

A wide selection of additional courses is available across participating departments. See the entry on pages 173 - 175 in this ***Bulletin*** or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Other University of Toronto Collaborative Graduate Degree Programs

The Department of Adult Education and Counselling Psychology as well as other University of Toronto departments, participate in the following collaborative programs.

Aboriginal Health

The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations. Further information is available on page 170 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Addiction Studies

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours. Further information is available on page 170 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Aging, Palliative and Supportive Care Across the Life Course

This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Further information is available on page 171 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Community Development

The two programs in the Department of Adult Education and Counselling Psychology, as well as three other University of Toronto programs, participate in this collaborative program. Students must register in the master's degree program through one of the participating graduate units, and must meet all respective degree requirements of the School of Graduate Studies and their home graduate unit. Students completing this Collaborative Program receive a special notation on their transcripts. Further information is available on page 171 of this ***Bulletin***, at **<www.urbancentre.utoronto.ca/communitydevelopment.html>** and from the School of Graduate Studies.

Participating AECD faculty:
Angela Miles, Jack Quarter, Daniel Schugurensky

Courses (from page 172)

AEC1102H	Community Development: Innovative Models
AEC1104H	Community Education and Organizing
AEC1289H	Community Mental Health
AEC3119H	Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The contact person for this program is:
Daniel Schugurensky, Department of Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2356
E-mail: dschugurensky@oise.utoronto.ca

Environment

OISE offers, in cooperation with the University of Toronto Centre for Environment, a Collaborative Program in Environment. This program is offered within OISE jointly through the Departments of Adult Education and Counselling Psychology; and Sociology and Equity Studies in Education. Further information is available on page 176 of this ***Bulletin*** and from the School of Graduate Studies Calendar. **The contact person in the Adult Education and Counselling Psychology Department is:**

Jennifer Sumner
E-mail: jsumner@oise.utoronto.ca

Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE home department. Further information is available on page 178 in this ***Bulletin*** and from the ***School of Graduate Studies Calendar.***

Adult Education and Community Development Program

The Adult Education and Community Development Program provides a place to study and contribute to theory, practice, and policy concerning adult learning in organizations, communities, workplaces, and social movements in local, national and international contexts. We are an interdisciplinary program which highlights critical social analysis, transformative learning, creative inquiry, and international/global awareness. Perspectives represented in the program include: aboriginal/indigenous; anti-racist/anti-colonial; feminist; environmental/ecological.

AECD faculty emphasize collaborative and relational, approaches to learning. They have a range of research interests in Aboriginal Education; Community Education and Development; Workplace Learning and Change; Health and Wellbeing; Creative Inquiry and Adult Learning. Knowledge and learning/teaching outside the academy are honoured and importance is placed on building mutually beneficial connections with diverse individuals, groups, organizations and communities in Canada and abroad.

In their Statement of Intent applicants should indicate which of the five areas of research interest listed in the paragraph above most interests them, and name at least two faculty members whose research interests are closest to their own. The program values experienced applicants. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies. **If you have Global/International research interests please also indicate this.** For faculty profiles and research interests see pages 35 - 37.

For more detail, see the Departmental Webpage:
www.oise.utoronto.ca/depts/aecdcp/ae.html

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Christine Fung, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Admission

Admissions procedures are described in the Application Procedures section, pages 28 - 32.

Each year, the admissions committee receives many more applications for this Program than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission and Degree Requirements section, pages 21 - 27. Consequently, a number of qualified applicants are disappointed.

Applicants must submit a Letter of Intent which states their scholarly interests and how these will 1) relate to isted faculty research areas, and 2) enhance their own contributions to the field. Applicants must submit the names of two Adult Education and Community Development faculty whose interests most closely match their own thesis-related interests. The Program values experience. The resume submitted must provide clear and complete information about the applicant's work or field experience related to their proposed studies.

Students may include in their program of study, courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and he Registrar's Office (Graduate Studies Registration Unit) tudents are permitted to take the equivalent of two half-ourses at another recognized graduate institution for redit in this Program, but must commence their program of study with OISE courses.

Degrees

Master of Education

An appropriate four-year University of Toronto bachelor's egree in a relevant discipline or professional program or ts equivalent from a recognized university, with standing quivalent to a University of Toronto **mid-B or better** in he final year, is required for admission to the M.Ed.

The M.Ed. is a non-thesis degree which can be taken on ither a full- or part-time basis. The program of study ormally consists of ten half-courses, usually at the 1000-evel. At least half of the courses must be from the Adult ducation and Community Development Program. tudents are required to take course AEC1100, the ntroduction to Adult Education, as well as one research methods course.

Master of Education students can also pursue research in **"Work and Career"**, an area of study which is offered jointly by the Adult Education and Community Development Program and the Counselling Psychology Program.

Further information about the Work and Career research area is available from:
Dr. Kiran Mirchandani, Adult Education and Community Development Program
Telephone: 416-923-6641 ext. 2309
E-mail: kiran@oise.utoronto.ca

Master of Arts

An appropriate four-year University of Toronto bachelor's degree in a relevant discipline or professional program, or its equivalent from a recognized university, with standing equivalent to a University of Toronto **B+ or better** in the final year, is required for admission to the M.A.

The M.A. is a research-based degree program which can be taken on a full- or part-time basis. In addition to eight half-courses, students complete a thesis based on original research. **This normally requires more than one year.** Mainly, courses at the 1000 level will be taken. Four must be from the Adult Education and Community Development program. Additional courses may be required of some students. Students must take AEC1100H Outline of Adult Education and AEC1183H Master's Thesis Seminar. During their program, students are expected to have exposure to both qualitative and quantitative approaches to research. One half-course in research methods is required. A list of appropriate courses will be maintained in the department. The master's thesis may lay the groundwork for doctoral research.

Doctor of Education

NOTE: The Doctor of Education degree program has been suspended for an indefinite period and has been replaced with the flexible-time Ph.D program (see details following).

Doctor of Philosophy

For admission information, see the Minimum Admission and Degree Requirements section, pages 21 - 27.

The Ph.D. degree program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to practice. AECD offers both a full-time and flexible-time Ph.D. program.

Full-time Ph.D. students must complete their degree within six years. They begin as a cohort and it is highly recommended that they take AEC3102 (the required doctoral thesis seminar) in the first term of their program.

Flexible-time Ph.D. students must complete their degree within eight years. It is also recommended that they take AEC3102 in the first term of their program. Degree requirements for both full-time and flexible-time Ph.D. students are: six half-courses, at least four of which must be from the Adult Education and Community Development Program. Students with little background in the field of Adult Education and Community Development will be required to do a seventh half-course providing such background. A minimum of four half-courses must be at the doctoral/3000-level, normally including course AEC3102. Students would also normally take at least one specialized research methods course.

In addition, all students are expected to complete a comprehensive requirement and a thesis.

Centres

The following research centres are based in the Department:

- **Centre for Arts-Informed Research**
- **Comparative, International and Development Education Centre**
- **Transformative Learning Centre**

Through its faculty, the Department is also involved in other research centres at OISE such as:

- Centre for Integrated Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Women's Studies in Education

For more detailed information about these and other OISE research and field centres, see pages 184 - 189 of this ***Bulletin***.

Centre for Arts-Informed Research (CAIR)

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR
E-mail: jgaryknowles@oise.utoronto.ca
Website: **home.oise.utoronto.ca/~aresearch**

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, professional artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research.

Centre activities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of research activities for faculty and students; international exchanges and exhibits; collaborations with art education institutions; connections with community organizations and the public and artist-in-residence programs.

The Comparative, International and Development Education Centre (CIDEC)

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECD program. The centre is staffed by an administrative officer, and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE via a seminar series, an electronic list serve, electronic newsletters, Website and research projects. For more information see our Web page at: **cide.oise.utoronto.ca**

Transformative Learning Centre (TLC)

Head: Anne Goodman
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 ext. 2535
E-mail: agoodman@oise.utoronto.ca
Website: **www.tlcentre.org**

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include social movement learning; the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. (See page 188 for more information.)

Interdepartmental Research Areas

Aboriginal Education

The Adult Education and Community Development program, along with the departments of Curriculum Teaching and Learning and Sociology and Equity Studies in Education, collaborate in this interdepartmental research area and in the development of Aboriginal Education studies. The Indigenous Education Network is the OISE-wide forum for students and faculty to work together on shared research and teaching interests. The IEN and the Aboriginal Student Caucus offices are located in the department of Adult Education and Counselling Psychology.

Participating AECD faculty:
Jean-Paul Restoule, Eileen Antone, Bonnie Burstow, Angela Miles

Further information is available from:
Jean-Paul Restoule
Telephone: 416-923-6641 ext. 2825
E-mail: jrestoule@oise.utoronto.ca

Transformative Learning

The Adult Education and Community Development Program supports involvement in this OISE-wide interdepartmental research area. See page 182 or contact Anne Goodman (agoodman@oise.utoronto.ca) for more nformation.

Certificate Programs

Certificate in Adult Education

This Certificate is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education contexts.

Students may pursue this Certificate on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Adult Education and Community Development Program.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid (see Fees section, pages 190 - 192).

Further information is available from:
Amelia Nanni, Business Officer
Telephone: 416-923-6641 ext. 2379
E-mail: ananni@oise.utoronto.ca

Certificate in Adult Training and Development

Director: Marilyn Laiken
Location: 252 Bloor Street West, Room 7-112

This Certificate is designed for trainers, facilitators, leaders and managers who want to facilitate the learning of others. The program of study consists of the following five modules and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Certificate in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Coordinator and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program of study to complete their Practicum Report. Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program of study for 2006/2007 was $3,525 Fees information is not yet available for 2007/2008. Modules may be taken individually.

For further information and/or to register, contact:
E-mail: adulttraining@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4719
Website: **www.oise.utoronto.ca/training/**

Courses

The following list demonstrates the range of courses offered in the Adult Education and Community Development Program. **Not all of the courses listed are offered in any given year.**

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly required that all master's students include AEC1100H in their program of study.
D. Schugurensky, S. Mojab, A. Goodman, J. Sumner or Staff

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
B.Burstow or Staff

AEC1102H Community Development: Innovative Models

This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education [RM]

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project.
Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles or Staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams dominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or Staff

AEC1110H Approaches to Teaching Adults

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.
D. Schugurensky or Staff

AEC1113H Gender and Hierarchy at Work

This course will focus on gender processes in work settings. We will identify patriarchal rules and expectations which run through contemporary workplaces (factories, offices, homes, hospitals, shopfloors, etc.) and propose ways in which normalizing discourses which reify gender hierarchies can be challenged. The course will focus on how "gender," "race" and "class" can be conceptualized as processes rather than demographic attributes possessed by individual workers. We will trace the connections between gendered jobs and gendered workers and explore how individuals learn to "do gender" in organizational settings.
K. Mirchandani

AEC1114H Comparative and International Perspectives in Adult Education
An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky, K. Mundy

AEC1117H Consulting Skills for Adult Educators
The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

AEC1119H Creating a Learning Organization
The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
N. Jackson or Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)
This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.) within local, regional, national or international contexts. Suitable projects may include field-based work or internships which leads to the development of an associated research project, reflective paper, or the development of a curriculum or programme. Weekly discussions will normally be arranged which will provide for support, feedback and reflection.
K. Mirchandani, M.E. Laiken or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy
An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
N. Jackson or Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations
This course is intended for students who have an interest in exploring the dynamics and development of an organization, which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.
M. Laiken or Staff

AEC1131H Special Topics in Adult Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC1135H Practicum in Action Research for Organizational Change (Pass/Fail) [RM]
This course provides an opportunity to enhance professional skills and knowledge in the use of action research methodologies to enable organizational learning and change. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
NOTE: This course is recommended for students with some experience/exposure to organization development theory and practice, and is therefore best taken towards the end of the degree program. Signature of the instructor is required once a practicum placement has been arranged by the student. Please contact the Instructor for guidelines on arranging the practicum placement.
M. Laiken, K. Mirchandani or Staff

AEC1137H Evaluation of Adult Education Programs
This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development
This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to

current practices in the field. The course offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant and provides a good introduction for those new to the field.
M. Laiken or Staff

AEC1143H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles or Staff

AEC1145H Participatory Research in the Community and the Workplace [RM]

This course examines the theory and practice of conducting participatory and collaborative research that bridges the academic, workplace, and community divide, with an emphasis on research from feminist, anti-racist, and anti-colonial perspectives. In addition to readings, students will undertake a research project as part of the course requirement.
R. Ng or Staff

AEC1146H Women, War, and Learning

This course will focus on the impact of war on women and their rights. We will engage in critical analyses of contemporary conflicts and their impact on gender and education. Specifically, we will examine the link between war, globalization, nation-states and learning and the link between non-state, non-market forces and education. We will look at current feminist approaches to the study of war, violence and women's resistance and learning. We will also take a comparative and international approach.
S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy

This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

AEC1150H Critical Perspectives on Organization Theory, Development and Practice

Critical approaches to organizations focus on how workplace change and development is experienced by diverse groups of women and men who work within organizations. Through this course, students will have the opportunity to develop analyses of language, power and inequality in a variety of organizational settings (companies, factories, NGOs, community groups, government units, churches, schools, family businesses, etc.) We will explore the methods frequently used to "restructure" these organizations (such as downsizing, outsourcing, contingent just-in-time policies) as well as develop critiques of recent trends which emphasize "empowerment", "TQM", "organizational learning" and "reengineering".
K. Mirchandani

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.
Guidelines are available from the department. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.
Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also wil seek alternative approaches aimed at the establishment of an equitable workplace.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E. V. O'Sullivan or Staff

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. Th role of poetry in a variety of adult education settings from th informal to the formal will be explored. The course draws o

theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.
Staff

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.
A. Cole, J.G. Knowles, or Staff

AEC1171H Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.
E. Antone or Staff

AEC1173H Creativity and Wellness: Learning to Thrive

Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.
Staff

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry

The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.
J.G. Knowles

AEC1180H Aboriginal World Views: Implications for Education

This course provide a deeper understanding of Aboriginal worldviews and an appreciation of how this knowledge can enhance teaching, learning and research. Learners will examine philosophical views shared by Aboriginal people while honoring a diversity of identities, culture, language, and geographic locations. Course content may include Aboriginal cognitive styles, values and ethics, traditional teachings and indigenous methodologies. This course will promote an understanding and appreciation of Aboriginal perspectives and explore strategies for integrating this knowledge into the work of educators and researchers.
Staff

AEC1181H Embodied Learning and Qi Gong

The objectives of this course are to (a) disrupt prevailing western scientific knowledge and education that privilege the intellect (frequently equated with the mind) over the body-spirit; and (b) explore notions of embodiment and what it may mean to cultivate embodied ways of knowing and learning. We achieve these objectives by (i) reading and looking at relevant materials that conceptualize body-mind-spirit as an interconnected whole, with an emphasis on Traditional Chinese Medicine; (ii) recording our reflections in a journal; and (iii) conducting Qi Gong (a form of ancient Chinese breathing and meditative exercises) as an experiential way of exploring embodied learning. In addition to gaining knowledge from course contents, students will acquire skills in group process.
R. Ng or Staff

AEC1182H Teaching, Learning, and Working in Nonprofits and Public Sector Organizations

The course will provide information, perspectives and frameworks within which critical issues facing the nonprofit and public sector can be understood. It will examine the organizational forms and accountability structures of organizations with a social purpose, as well as discuss the challenges faced by those within these organizations. The formal and informal practices of teaching and learning within nonprofit and public sector organizations will also be explored.
B.J. Richmond

AEC1183H Master's Thesis Seminar

This seminar is designed to support M.A. students in the process of writing a thesis. Issues to be discussed will include: choosing a topic, writing a proposal, developing an argument, selecting a supervisor, and organizing the writing process. The class will be participatory, and weekly readings will be assigned on the various parts of the thesis-writing journey. Class members will also receive instruction on effective library research techniques. In addition, students will have the opportunity to read completed theses and proposals.
K. Mirchandani

AEC1184H Aboriginal Knowledge: Implications for Education

This course will explore Indigenous ways of knowing and knowledge systems and how this knowledge might inform the work of teaching, learning and research. Course content may include indigenous research protocols, decolonizing methodologies, ethics and politics of researching and teaching in Aboriginal communities, indigenous knowledge in the academy, intellectual property rights, curriculum development and innovations in Aboriginal education. Traditional teachings from respected Elders may be incorporated into learning. For learners with a research focus, this course enables inquiry into the production of knowledge, from both western and indigenous perspectives. For those interested in education implications, the course provides a footing in the workings and characteristics of indigenous knowing which will aid their pedagogical practices in Aboriginal and non-Aboriginal contexts.
Jean-Paul Restoule

AEC1400H Special Topics in Adult Education and Counselling Psychology

A course that will examine in depth a combined topic of particular relevance not already covered in regular course offerings in the department (by either the Adult Education Program or the Counselling Psychology Program). The topics will be announced each spring in the Winter Session and Summer Session timetables.
Counselling and/or Adult Education Staff

AEC1405H Introduction to Qualitative Research (Part I) [RM]

This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.
B. Burstow or Staff

AEC1406H Introduction to Qualitative Research (Part II) [RM]

This course begins where Part I leaves off. Learners will deepen their knowledge of a wide variety of qualitative research methodologies. They will gain skills interviewing, judging research, exploring dilemmas, and becoming critically aware as researchers. Their primary activity will be carrying out and completing the research project designed and approved in Part I. Giving and getting help from other classmates is an integral part of the process.
Prerequisite: AEC1405H
B. Burstow

AEC1407H Narrative as a Vehicle for Personal Change

This course is designed for advanced students who wish to explore life history and narrative approaches for research or therapeutic work through a process of self study. Course work will involve class discussions of narrative writings and a major personal project. Students will undertake an indepth self-exploration through personal narrative combined with intensive imagination, art work, or meditative practice. The final report will include reflection on the personal change process experience.
Staff

AEC1408H Working with Survivors of Trauma

This course explores the nature(s) of trauma and the different ways of working with survivors. The emphasis is on difference-different types of trauma, different ways of coping, and the significance of different and multiple identities. Work with adult survivors of childhood sexual abuse is particularly highlighted. Other areas include survivors of: homophobic assault, ritual abuse, residential schools, refugee traumatization, war trauma, trauma associated with imprisonment, trauma associated with psychiatric intervention, and second generation trauma (e.g., children of Holocaust survivors). The trauma inherent in systemic oppressions, the fact that we live in an oppressive and violent society, and the implications for practitioners is emphasized throughout. While the primary emphasis in on practitioners as counsellors, other roles are also considered, including: advocates, befrienders, community workers, and literacy workers. Practitioner self-care in light of vicarious traumatization is given special consideration. Attention is divided between individual work, group work, and community work. The course is counter-hegemonic. Dominant perspectives include: critical theory, feminism, and existentialism. Permission of Instructor is required to enrol.
Dr. Bonnie Burstow

AEC1409H Creative Empowerment Work with the Disenfranchised

This course will be of interest to a wide range of practitioners including: activists, popular educators, and counsellors. The context in which it is offered is a world increasingly populated by disenfranchised people. The intent is to help practitioners gain a fuller understanding of the populations in question and become more skilled and creative as allies and activists. The specific populations focused on are: psychiatric survivors, people who are homeless, people who have been imprisoned, people who use illicit drugs, undocumented people, and sex trade workers. Learners will gain knowledge of the ABC's of strategic activism, with particular emphasis on how to modify strategy to fit the populations and movements in question. An accompanying emphasis is use of the arts in resistance work with these populations. Examples of art forms drawn on include: theatre (including theatre of the oppressed), puppetry, and video-making. Popular education is integrated Perspectives include: feminism, anti-racism, Marxism, transformative justice, antipsychiatry, labeling theory, anarchism, and the philosophies of nonviolent resistance. The classes go between lectures, student presentations, film and video analysis, rehearsals, consultations, exercises, and guest presentations.
Bonnie Burstow

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.
J. Quarter or Staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are elevant to the participants.
Suggested background: Courses AEC1146, AEC1160, AEC3104.
Staff

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a ritical review of the relationship between adult education, modes of production, and state. In this course we will draw n Marxist, feminist, anti-racist, and ecological theoretical ebates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will tudy the role of adult education in building a dynamic civil ociety and challenges we are facing towards creating a emocratic civil society.
. Mojab, D. Shugurensky or Staff

EC3113H Adult Education and Public Policy

This course will offer a critical framework for analyzing the ole of modern Western democratic states in initiating, mplementing, and ensuring equality of access and participation to members of marginalized groups. It examines the otential and limitations of public policy in areas such as, but ot limited to, education, health, social and legal services, ousing, and anti-racism.
Mojab

EC3119H Global Perspectives on Feminist ducation, Community Development and Community ransformation

he course provides an opportunity for students to study obally aware women's educational practice in community evelopment and community transformation. It examines he general principles of this practice, the major challenges ced by activists in Canada and abroad, the growing regional nd international women's networks supporting this practice, nd current debates among women locally and within these etworks.
R. Miles or Staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
A. Goodman

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation

This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a 'majority world' perspective.
A.R. Miles and Staff

AEC3138H Social Theories and Adult Education

This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.
D. Schugurensky or Staff

AEC3140H Post-Colonial Relations and Transformative Education

This course examines how gender, race, ability, sexuality and class relations and identities are being re-configured in contemporary societies to produce new forms of inequality and difference in this era of globalization, and how these relations are linked to ecological and economic issues. We begin by interrogating the ambiguity of the term, "post-coloniality," through the lens of the aboriginal peoples in Canada. Each year, we will look at one or two aspects of globalization (e.g., migration, ecological and environmental issue). The potential and possibilities for transformative education are explored in light of the discussion undertaken.
R. Ng

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department. This course can also be designed as a field-based practicum in adult education and/or community development in an agreed setting. The course will include reflection, research, and writing on issues raised in practice.
Staff

AEC3170H Perspectives on Qualitative Research: Part I [RM]

Students in this course will have opportunities to explore a variety of qualitative approaches to educational research, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.
A. Cole

AEC3171H Perspectives on Qualitative Research: Part II [RM]

This course is a continuation of AEC3170H. In Part II the various alternative approaches to educational research will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research and thesis writing.
Prerequisite: AEC3170H
A. Cole

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Prerequisite: AEC1173 or permission of instructor.
Staff

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.
J.G. Knowles

AEC3177H Arts-Informed Perspectives in Educationa Research [RM]

This course is intended for those interested in exploring and practicing alternative forms of qualitative research and representation. Arts-informed educational research is an emerging genre in the human sciences developed in response to the perceived inadequacies of conventional research methods for inquiring into and representing the complexities of human experience. As the course title suggests, arts-informed research is influenced by, but not rooted in, the art disciplines. The course will focus on both theoretical underpinnings and issues associated with arts-informed approaches and on the use of various representational forms (e.g., readers theatre, fiction and non-fiction literary prose, poetry, screenplay, visual and performing art) in educational research. Students will be expected to conduct an explorator or mini research project using arts-informed methods.
A.L. Cole and/or J.G. Knowles

AEC3179H Work, Technology and the Knowledge Economy

This course will focus on the ways in which technology structures work processes within the context of recent shifts towards the "knowledge economy". We will explore the nature of the knowledge economy, the position of knowledg workers, and the lengths between knowledge work and technology. This will allow us to assess the impact of technology on inequality, both locally and globally. The debates on technology and knowledge work will be explored in relation to issues such as the proliferation of internet spaces, educational technologies, transnationalism and cyberactivisms. Throughout the course we will study the racialized and gendered nature of technology, knowledge an work.
K. Mirchandani

AEC3180H Global Governance and Educational Change: the Politics of International Cooperation i Education

This course looks at the role of international level actors an networks in shaping domestic educational policies and producing globalized models for learning often underappreciated in the study of educational policy and change. This course reviews various theoretical approaches to the study o international relations in the field of education, considers recent efforts to study the globalization of educational polic and then turns to the activities of a variety of organizations and networks, intergovernmental and nongovernmental, which have developed global level mandates in education. Topics include: education in the global development regim the educational activities of the World Bank, UNESCO the OECD and the World Trade Organization; and transnation advocacy and NGO networks in education.
K. Mundy

AEC3181H Feminist Standpoints: Critical and Post-Structural Approaches

This course will provide a supportive and stimulating environment for the systematic study of the differences between critical and post-structural approaches to issues of power, diversity, solidarity, and social change. Both activist and scholarly writing will be used as we place intense academic debate in the context of feminist social movement from the 1960s to the present, including the challenges of racism, homophobia, separatism, elitism, ableism, etc. The differing implications of critical and post-structural approaches for value based research, education and activism will be explored with specific reference to diverse literatures and practices. Course themes will be chosen in consultation with students to incorporate their own research and interests. Students who wish to consider these questions with relation to education and activism in other social movements (i.e., indigenous, anti-globalization environmental, anti-racist, anti-colonial, disabilities, anti-psychiatry, etc.) are welcome to do so in their course papers.

A. Miles

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education and Community Development Program. For descriptions, see the relevant department course listings.

EC3233H	Research Seminar in Career Development
IE1001H	Introduction to Comparative, International and Development Education
ES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
ES2942H	Education and Work
ES2970H	Countering Myths About Aboriginal People through Multiple Medias
ES3951H	Political Economy, Cultural Forms and the Learning Society
PS1820H	Toward an Integrative Approach to Equity in Higher Education

ECD students wishing to take a research course in history or statistics or some other method not offered in he program may, with the permission of their advisor, ount one such course toward the required number of ECD courses in their program.

Counselling Psychology Program

The Counselling Psychology Program is designed to provide critical and scholarly skills in counselling and counsellor education and to train counsellors and psychologists in the general domain of psychological services. The Counselling Psychology Program aims to provide knowledge of a) psychological practice and counselling services required by community agencies and educational institutions and b) critical perspectives on psychological and mental health.

The Counselling Psychology Program offers three fields of specialization:

- ✦ Counselling Psychology for Psychology Specialists (M.A., Ph.D.)
- ✦ Counselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
- ✦ Guidance and Counselling (M.Ed.)

Applicants should consider each field in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each field are provided on the following pages.

Details on the specific program and degree requirements for each Field are contained in a brochure called ***Guidelines for the Counselling Psychology Program*** published each January and provided to newly admitted students at the time the Offer of Admission is made. They are also available online at: **http://www.oise.utoronto.ca/depts/aecdcp/cp.html**

The Counselling Psychology Program normally begins in either the Summer or the Fall Session.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:

Christine Fung, Liaison Officer
OISE Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

For specific program information see our website at:
http://www.oise.utoronto.ca/depts/aecdcp/cp.php
OR
Susan Hall, Graduate Program Coordinator
Telephone: 416-923-6641 ext. 2552
E-mail: shall@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some degrees in this department will have specific requirements relative to the nature and length of the program of study. These will be found with the descriptions of the degrees. Applicants should always consult the Minimum Admission and Degree Requirements section, pages 21 - 27, as well as the special requirements for the program of study of their particular interest. MAT and GRE scores are not required for admission to any of the degrees in Counselling Psychology.

Although the minimum requirement for admission to a master's degree program is the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B**, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its degree programs, not all eligible students can be admitted. Admission committees reserve the right to determine which applicants will be admitted to their degree program.

Counselling and Psychoeducational Clinic

Co-Director: Judith A. Silver
The Clinic is a teaching facility supporting the OISE graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note that the professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following degree programs provide the basic preparation to meet the academic requirements and the counselling or clinical experience required for registration with the College:

- ✦ M.A. Counselling Psychology for Psychology Specialists
- ✦ Ph.D. Counselling Psychology for Psychology Specialists

The requirement for admission to the M.A. is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. is an M.A. in Counselling or Clinical Psychology, normally including a master's thesis, after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:
The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-459-8388
E-mail: cyarrow@cpo.on.ca
Website: **www.cpo.on.ca/**

The Department of Adult Education and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

Fields of Specialization

Counselling Psychology for Psychology Specialists

Master of Arts

The M.A. is designed for applicants interested in workin in careers in a variety of psychological and educational settings as researchers or practitioners and meets the basic academic and clinical requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also satisfies the requirements for students who plan to apply to the Ph.D. in Counselling Psycholog for Psychology Specialists.

NOTE: Admission to the M.A. does not guarantee admission to the Ph.D. Students must apply separately f Ph.D. admission.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. Students are required to enter the program having successfully completed one half course at the third- or fourth-year level in each of the biological bases of behaviour (i.e., brain and behaviour, neuropsychology, physiological psychology), the cognitive/affective bases of behaviour (i.e., cognition, psychology of emotions, motivation, language, perception and learning), social bases of behaviour (i.e., social psychology), and individual behaviour (i.e., personality, abnormal psychology, developmental psychology). It is strongly advised that students omplete an undergraduate thesis in psychology, as well as history of psychology course prior to application for this degree.

Degree Requirements

The M.A. in Counselling Psychology for Psychology pecialists consists of eight half-courses, 500 hours of racticum and a master's thesis. The thesis must be upervised by a faculty member in Counselling Psychology. tudents will plan their program of study according to the urrent "Guidelines for the Counselling Psychology rogram," available online at:
ttp://www.oise.utoronto.ca/depts/aecdcp/cp.html
aculty advisors are available to assist in this process. very program of study will include courses in counselling heory, practice, assessment, ethics, personality and ognitive assessment skills, and research methodology, as ell as a practicum placement. Arrangements regarding a racticum placement must be made in consultation with he Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course EC1203Y (Practicum in Counselling).

ull-time on-campus study is required from September to pril, which represents the Fall and Winter Sessions; owever, students may begin their program of study in the receding Summer Session. Normally, three half-courses e taken in each of the Fall and Winter Sessions and a aximum of two in the Summer Session. It is expected at all degree requirements will be completed within two ars.

octor of Philosophy

he principal emphasis in this degree program is on the evelopment of research and theoretical knowledge in unselling psychology, assessment skills, and knowledge d training in professional issues. Students are expected to carry out advanced research as well as to develop professional knowledge and skills in counselling psychology. Graduates of the degree program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ph.D. in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. Students are required to enter the program having successfully completed one half course at the third- or fourth-year level in each of the biological bases of behaviour (i.e., brain and behaviour, neuropsychology, physiological psychology), the cognitive/affective bases of behaviour (i.e., cognition, psychology of emotions, motivation, language, perception and learning), social bases of behaviour (i.e., social psychology), and individual behaviour (i.e., personality, abnormal psychology, developmental psychology). It is strongly advised that students complete an undergraduate thesis in psychology, as well as a history of psychology course prior to application for this degree.

b) A University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**. Candidates for the Ph.D. degree are responsible for ensuring that their degree program contains equivalent coursework and practicum hours and supervision as is required for the M.A. in Counselling Psychology for Psychology Specialists. The completion of a research-based Master's thesis is strongly encouraged.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Degree Requirements

The Ph.D. program requirements are a minimum of 10 half courses (including practicum and internship), a comprehensive examination and a doctoral dissertation. Students will plan individual programs of study according to the current "Guidelines for the Counselling Psychology Program," available online at: **http://www.oise.utoronto.ca/depts/aecdcp/cp.html** Faculty advisors are available to assist in the process of course selection, program planning, and the identification of an appropriate dissertation supervisor. Progress in the program of study will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- psychological measurement and statistics
- advanced research methods
- history and systems
- ethics and professional issues

The program of study must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the Canadian Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship in conjunction with the Internship course (AEC3268Y). For course credit, all internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues

Counselling Psychology for Community and Educational Settings

Master of Education

The primary purpose of this degree program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs of study could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at **<www.ccacc.ca/>**.

Admission Requirements

a) an appropriate four-year University of Toronto bachelor's degree (from any area) or its equivalent, completed with standing equivalent to a University o Toronto **B+ or better**.
b) at least one year of relevant experience.

Degree Requirements

The M.Ed. in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs of stud will be planned according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors a available to assist in this process. The six half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, multicultural counselling, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling).

Master of Education students can also pursue research in the area of Work and Career which is offered jointly by the Counselling Psychology Program and the Adult Education and Community Development Program.

Doctor of Education

Counsellor training in this degree emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this degree will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational and community etting. Consult the department's guidelines about specific ourse offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education degrees found in the Minimum Admission and Degree Requirements section, pages 1 - 27, the Ed.D. in Counselling Psychology requires the llowing:

an appropriate University of Toronto four-year bachelor's degree (from any area) or its equivalent.

the applicant must hold an M.A. or M.Ed. degree in Counselling Psychology from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.

the applicant must have had successful professional experience as a counsellor in an educational setting or in a related position.

applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper.

Degree Requirements

The Ed.D. program requirements are eight half courses (including practicum and internship), and a doctoral dissertation. Six of the eight courses taken must be within Counselling Psychology. Students will plan their programs of study in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Guidance and Counselling

Master of Education

The purpose of this degree is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this degree program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. The program of study provides the student with the basic preparation for certification as a Certified Canadian Counsellor (CCC) with the Canadian Counselling Association (CCA). Further information regarding the detailed requirements for CCC is available from CCA's Website at **<www.ccacc.ca>**. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information is available from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5

Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: **www.oct.ca**

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. in Counselling Psychology for Community and Educational Settings.

Admission Requirements

a) an appropriate four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**
b) teacher certification

Degree Requirements

Candidates may pursue the M.Ed. degree on a full- or part-time basis. The requirements are ten half-courses plus a comprehensive examination.

The program of study, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the seven half-courses required in Counselling Psychology every program of study must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203Y (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program of study. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See pages 57.)

Certificate Programs

Certificate in Cognitive Behavioral Therapy

The certificate is a collaborative program between the Counselling Psychology Program and Hincks/Dellcrest. The certificate is open to individuals who have at least a master's degree in a mental health related area, who are a member of a registered health profession such as doctors, psychologists, nurses, or occupational therapists or students who are in the process of completing studies leading to at least a master's degree in mental health related area or a registered health profession. Students may pursue the certificate at the same time that they are registered in the Counselling Psychology Program, however, the certificate does not count for credit towards the completion of any degree in the Counselling Psychology Program.

As part of the certificate participants will learn:
- CBT Case Conceptualization
- Cognitive Interventions
- Behavioral Change Interventions

The certificate is for individuals who want to attain a strong level of competence in Cognitive Behavioral Therapy. The Certificate in Cognitive Behavioral Therapy is awarded upon completion of the program including the successful completion of any written assignments that are required.

For further information contact:
Nina Josefowitz
E-mail: njosefowitz@aol.com
OR
Edythe Nerlich
E-mail: enerlich@hincksdellcrest.org
OR
visit the Website at **www.hincksdellcrest.org/gai-cit/index.html**

Courses

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all o the courses listed are offered in any given year. Some Counselling Psychology courses are offered in alternate years. Students should consult the program guidelines an their faculty advisor about course offerings and their program of study.

AEC1202H Personality Theories and Techniques in Counselling

An appraisal of a number of basic theories of counselling an approaches to inducing client change. Full-time Guidance and Counselling students may take AEC1202H concurrentl with AEC1203Y. Counselling students will have priority fo enrolment in this course.
Staff

AEC1203Y Practicum I: Interventions in Counsellin Psychology

This course is intended to provide students with basic skills clinical assessment and counselling interventions. Among others, issues and related to the assessment of risk, history taking, clinical formulation, and the relationship between assessment and intervention will be addressed. Basic counselling interventions such as empathic responding, exploration of client's affect and cognitions, and problem solving will be explored. The course emphasizes the therapeutic relationship as well as the importance of ethical and legal issues in the provision of therapy. While the cour presents didactic material, students have extensive opportunity to role play, and self-knowledge as well as issue related to boundary maintenance, power relationships in the provision of therapy and future self-development are also examined. This course involves sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

NOTE: Part-time students must be available one full weekday per week to fulfill the practicum requirement.

NOTE: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.

M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and Staff

EC1207H Counselling Topics in Sexual Orientation nd Gender Identity Diversity

his course will review the research findings and clinical case iterature in selected areas of lesbian, gay, bisexual, and ransgender psychology with reference to their implications or professional practice in counselling psychology. Particular mphasis will be given to the clinical and research nplications of sexual orientation identity acquisition, bias rime victimization, same sex domestic violence, HIV/AIDS, ender dysphoria, and alcohol and substance use. Students ill come to a greater appreciation and understanding of the pecial counselling needs of clients from differing sexual rientations and gender identities through a combination of ctures, seminar presentations, discussions, bibliographic and nternet research, and original student research projects.

R. Gillis

EC1214H Critical Multicultural Practice: Diversity sues in Counselling

he course is designed to introduce students to the field of unselling in the context of a multi-cultural, multi-ethnic, ulti-faith, multi-racial, multi-gendered and multi-abled ciety. The course seeks to define and locate multicultural unselling studies within the broader historical, economic, cial and political contexts of mental health care. Through a tical examination of ‘race’, gender, ethnicity, sexual ientations, disability and social class students would ablish an understanding of the theoretical and conceptual eas that form the basis of practice with minority clients. y concepts such as identity and multiple identities, power, reotyping, discrimination, prejudice and oppression will be plored in relation to women, Aboriginal, ethnic minorities, bian, gay men and disabled clients. Through discussions, seminar presentations and experiential learning, the course will support the development of appropriate counselling skills and competencies to practice in a clinically anti-oppressive way.

Prerequisite and/or co-requisite: AEC1202 and AEC1203Y

R. Moodley

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues.
Open to Counselling Psychology students only.

M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.

Staff

AEC1229H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.

Prerequisite: Permission of instructor.

Staff

AEC1245H Brief Counselling Strategies

This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focused model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.

Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper or Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Seminar in Research Methods for M.A. students [RM]

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE. (Limited to Counselling Psychology for Psychology Specialists students.)
Staff

AEC1266H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.
C.P. Chen

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling. This course is limited to students in a U of T graduate degree program. Others by permission of instructor.
C. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy

This course has both an assessment and intervention focus. Students will learn how to complement their existing assessment skills by accessing clients' images. Students will also learn how to work with images as they spontaneously occur in therapy. In addition specific interventions that are based on imagery will be examined. These include various forms of relaxation, desensitization, stress inoculation, and imaginal exposure. The class is a combination of didactic material, role plays and experiential exercises. The application to different client groups will be discussed.
N. Josefowitz

AEC1275H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy

This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
Staff

AEC1289H Community Mental Health: Theory Research and Practice

This course will examine community-based approaches to mental health. We will discuss a range of mental health issue from a community perspective including the unique approaches involved when working with disadvantaged groups, people of various cultural and socioeconomic backgrounds, as well as ages, gender and sexual orientation. A critical perspective will be used to examine the extent to which current theory and research in the area of Community Psychology are useful in understanding a wide range of successful programs including health centres, shelters, and schools and how primary prevention can be used effectively.
Margaret Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I

Specific issues of counselling and psychotherapy are examined within an integrative framework of emotional processing. An n-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
E. Watson

EC3216H Seminar in Counselling Psychology: Part II

This course will focus on the application of a counselling model introduced. Students will be required to see clients nd develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application f marker-guided interventions and the development and maintenance of the therapeutic alliance.
rerequisite: AEC3215H
taff

EC3217Y Practicum II: Interventions in Counselling sychology

course aimed at the further enhancement of counselling kills through the integration of clinical experience and search.
Piran

EC3218H Research Seminar in Counselling [RM]

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Cognitive and Personality Assessment

This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults. Limited to Counselling Psychology for Psychology Specialists students.
C. Mackenzie

AEC3225H Assessment and Diagnosis of Personality and Psychopathology

This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults.
Prerequisites: AEC3224H and 3258H (Stermac's)
Limited to Counselling Psychology for Psychology Specialists Doctoral students.
J.R. Gillis or Staff

AEC3234Y Research Seminar in Multicultural Studies [RM]

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
R. Moodley

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level

Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology

A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC3260H Psychopathology and Diagnosis

This course is designed to provide an in-depth understanding and working knowledge of the defining characteristics of major clinical/psychological disorders as well as current diagnostic systems and practices. Students will develop skills in synthesizing clinical material and formulating/making differential diagnoses based on the Diagnostic and Statistical Manual of Mental disorders (DSM-IV-TR). The course will also provide some opportunity to critically examine current theories and etiological perspectives on psychopathology with attention to gender and cultural issues. The course material will include video recordings for illustration of diagnostic issues and clinical syndromes as well as for practice purposes. [For Ph.D. students in Counselling Psychology only.]
L. Stermac

AEC3267H Training for Counsellor Supervision
This course is designed to increase students' theoretical knowledge, conceptual understanding and competencies in clinical supervision. In addition to class work, students will act as trainee supervisors with Counselling Psychology faculty who are teaching the Master's Practicum Course AEC1203Y or with psychologists in the field who are acting as Internship Supervisors in one of our field settings. Students will have the opportunity to discuss research and theoretical issues, develop practical skills relevant to supervision, develop a personal supervision approach, and understand the professional supervisory role and the ethical issues pertaining to supervision.
NOTE: For doctoral students in Counselling Psychology only.
J. Silver

AEC3268Y Internship
This course requires the completion of at least 2000 hours of internship under the supervision of a registered psychologist. Students will register in the course once the placement has been arranged and approved by the course instructor. Placements are generally expected to fulfil the criteria of the Association of Psychology Postdoctoral and Internship Centres (APPIC). The internships may be served in a variety of settings and will normally involve instruction in psychopathology, training in differential diagnosis and assessment, case conceptualisation, treatment planning, a variety of psychotherapeutic approaches, case management, and other related tasks. All students must have a formal diagnosis and assessment component as part of their internship hours. It is expected that students will involve themselves in such activities as diagnosis and assessment, case conceptualisation, treatment planning, psychological interventions, consultations with other professionals, report writing, case conferences, and other activities relevant to professional training. It is also generally expected that, where possible, students will have contact with clients reflecting a range of diversity (e.g., clients who derive from various cultural, ethnic, social or linguistic groups and/or who bring other types of minority issues, such a gender identity or disability). Where possible, we encourage students to find placements at training sites accredited by the Canadian Psychological Association (CPA) or the American Psychological Association (APA).
NOTE: For Ph.D. students in Counselling Psychology only.
J. Silver

CIE1001H Introduction to Comparative, International and Development Education
This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
K. Mundy

Other courses accepted for credit

The following courses are examples of courses that may be accepted for credit in the Counselling Psychology Program Other graduate courses may also be acceptable, and students interested in taking other graduate courses should consult with their advisor. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1400H	Special Topics in Adult Education and Counselling Psychology
AEC1405H	Introduction to Qualitative Research (Part I) [RM]
AEC1406H	Introduction to Qualitative Research (Part II) [RM]
AEC1408H	Working with Survivors of Trauma
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE:** This course is available only to Ph.D. students in the Field of Counselling Psychology for Psychology Specialists (Available alternate years.)

Curriculum, Teaching and Learning (CTL)

The Department of Curriculum, Teaching and Learning is he largest of five departments within OISE. With a iverse community of tenured, tenure-stream faculty, and ecturers, the department offers a wide range of graduate ourses and programs relating to academic scholarship and rofessional practice.

he following graduate programs are offered by the CTL epartment:

- Curriculum Studies and Teacher Development (M.Ed., M.A., Ph.D.)
- Master of Teaching in Elementary and Intermediate Education (M.T.)
- Second Language Education (M.Ed., M.A., Ph.D.)

OTE: The degree programs in Measurement and aluation and in Teacher Development were discontinued 2004/2005 and are no longer accepting new applicants. ne department's participation in the Environmental udies Collaborative Program has also been discontinued. ne Department of Curriculum, Teaching and Learning ll ensure that all students enrolled in these programs will able to complete the necessary program requirements.

ne Department also offers the following Collaborative ograms:

- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ph.D.)
- Collaborative Program in Knowledge Media Design (M.Ed., M.A., Ph.D.)

ere are numerous opportunities for research and field elopment in the Department of Curriculum, Teaching Learning. Several internal research centres are ociated with the department, including:

- Centre for Franco-Ontarian Studies
- Centre for Teacher Development
- Modern Language Centre
- Centre for Studies in Science, Math and Technology Education
- Centre for Urban Schooling
- Institute for Knowledge, Innovation and Technology

ny CTL faculty are oriented toward field-based ctice, and numerous courses are offered off-site or ugh distance learning modes. Refer to pages 184 - for more information.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Linda Pereira, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2608
Fax: 416-323-9964
E-mail: lpereira@oise.utoronto.ca

Academic Information

For academic information regarding registered students, contact:
Terry Louisy, Coordinator, Departmental Policy, Programs and Communications
Telephone: 416-923-6641 ext. 2462
Fax: 416-926-4744
E-mail: tlouisy@oise.utoronto.ca
Website: **www.oise.utoronto.ca/depts/ctl/**

Admissions, Awards and Off-Campus Information

For academic information regarding admissions, awards and off-campus courses, contact:
Theresa Oliveira, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca

Chair of the Department

Dennis Thiessen, D.Phil. (Sussex)
Professor
(curriculum and school change, student and teacher perspectives, teacher education)

Associate Chairs of the Department

Tara Goldstein, Ph.D. (Toronto)
Teacher Education; Professor
(anti-oppression education in school and teacher education settings; multilingualism in school settings; anti-homophobia education; critical qualitative research; critical ethnography; performed ethnography)

Douglas E. McDougall, Ed.D. (Toronto)
Coordinator of Graduate Programs; Associate Professor; on study leave from January 2008 to June 2008
(mathematics education; teacher development; applications of technology to teaching and learning; qualitative research methods)

Faculty

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(health promoting schools and teacher development)

Mary Beattie, Ed.D. (Toronto)
Associate Professor; on study leave from January 2008 to June 2008
(teacher's professional knowledge; professional development; narrative and arts-based inquiry; holistic education)

John Lawrence Bencze, Ph.D. (Toronto)
Associate Professor
(students' and teachers' experiences (as consumers and producers) with realistic contexts of knowledge building in science and technology; and, related pedagogical perspectives and practices; action research; social justice)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(instructional intelligence, educational and systemic change; classroom management)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(school programming and curriculum for teaching for conflict [resolution]; peacebuilding; democratization; citizenship; social studies; controversial issues; gender/sexuality and ethnocultural equity; international and comparative education)

Maria José Botelho, Ph.D. (Massachusetts at Amherst)
Assistant Professor
(teaching and learning literacies in school contexts; critical multicultural analysis of children's literature; critical literacy; critical multicultural education; and critical inquiry as professional development)

Clare Brett, Ph.D. (Toronto)
Assistant Professor
(technology and learning in post-secondary, elementary and secondary contexts, and including technology use in teacher education, distance education and asynchronous learning environments: reading and writing development)

Kathy Broad, Ph.D. (Toronto)
Lecturer; Director of the Elementary Preservice Education Program
(language arts and literacy; teacher leadership; teacher change; assessment; conflict resolution)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(professional ethics in education; teachers' ethical knowledge; moral and ethical dimensions of schools' teacher education; qualitative research)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor; on study leave from January 2008 to June 2008
(mathematics education; holistic education; overcoming mathematics anxiety and rebuilding math knowledge; holist curriculum approaches in the mathematics classroom; teache research)

Carola Conle, Ph.D. (Toronto)
Professor
(narrative inquiry; narrative curriculum; social foundations of curriculum; imagination and narrative, public media)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(critical pedagogy; leadership; teacher/student knowledge an classroom practice; aesthetic education; qualitative research methods)

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; biling education; psycholinguistics; language and the school curriculum; critical pedagogy)

Indigo Esmonde Ph.D. (UC–Berkeley)
Assistant Professor
(diversity and equity in mathematics education; sociocultur perspectives on learning; mathematics education for social justice; discourse and conversation analysis in classroom contexts)

Mark Evans, Ph.D. (York, UK)
Senior Lecturer
(citizenship education and global perspectives in school an teacher education programmes; teacher education and prac tioner enquiry; curriculum perspectives and pedagogical practices; comparative and international education; qualitative research)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teaching and learning; ethnic identity maintenance and language learning; immigrant and refugee experiences in educational contexts; cultural and linguistic diversity in classrooms; peace education and literacy in international contexts)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; English as a second/foreign language; second language education; program/curriculum development; school and classroom based research)

Kathleen Gallagher, Ph.D. (Toronto)
Associate Professor; Canada Research Chair, Urban School Research in Pedagogy and Policy; Academic Director, Centre for Urban Schooling
(drama/theatre pedagogy; youth and urban schooling; ualitative methodologies; ethnographic school-based research; eminist/critical theory; gender, identity and schooling; theatre nd social change; arts education and teacher development; rts community partnerships)

ubén Gaztambide-Fernández, Ph.D. (Harvard)
ssistant Professor
arts in education; curriculum theory; cultural studies; arts nd society; sociology of education; youth and urban chooling; elite schooling; popular culture; intersectionality nd identity processes; interpretive research methodology; chool ethnography; critical theory and pedagogy; feminist heory; postcolonial theory)

iane Gérin-Lajoie, Ph.D. (Toronto)
rofessor; on leave from July 2007 to June 2008
minority education; qualitative analysis; gender and ducation; curriculum policy; school and society; identity onstruction; teaching in minority settings)

arfield Gini-Newman, Ph.D. (Wilfrid Laurier)
ecturer
ritical thinking pedagogy; relationship between curriculum esign, assessment and student motivation; current brain esearch and its implications/applications to the classrooms)

anja Gitari, Ph.D. (Toronto)
ssociate Professor; on leave from July 2007 to June 2008
ognitive continuity in science learning; access, equity and tention in science education; socio-cultural context of science ducation; and indigenous and everyday knowledges)

mes G. Hewitt, Ph.D. (Toronto)
ssociate Professor
omputer supported learning environments; electronic scourse; distance education; multimedia case studies; teacher ucation; telementoring; online communities; knowledge ilding; educational technologies)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy and sociology of science and science education; science curriculum history; assessment and evaluation in science education; concept acquisition and development in science; multicultural and antiracist science education; action research)

Eunice Jang, Ph.D. (Illinois – UC)
Assistant Professor
(mixed research methods in education; fairness and validity in educational assessment; second language testing; program evaluation; cognitive reading skills diagnosis; impact of high-stakes testing on teaching and learning)

Julie Kerekes, Ph.D. (Stanford)
Assistant Professor
(sociolinguistics; institutional discourse; interlanguage pragmatics; teacher's discourse communities)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education
(teacher development; pedagogical knowledge; classroom interaction; world views and curriculum; qualitative research)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(teacher education and development; teacher knowledge; women and teaching; narrative; teacher learning; teacher book clubs; communities of learning/practice; constructivism; English education; oracy and literacy)

Clare Kosnik, Ph.D. (Toronto)
Associate Professor
(teacher education; action research and teacher inquiry; literacy education)

Normand Labrie, Ph.D. (Laval)
Professor; Associate Dean, Graduate Studies
(minority language issues; psycho- and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor
(applied measurement; program evaluation; education reform strategies; performance-based assessment)

Ron Lancaster, M. Math. (Waterloo)
Lecturer
(applications of mathematics; computer software for teaching mathematics; connecting math with art; graphing calculators; math trials; math education)

Catherine Marks-Krpan, Ph.D. (Toronto)
Senior Lecturer
(mathematics education; critical thinking; science education; action research; assessment and evaluation; brain research; student inquiry; graphic organizers)

Lance McCready, Ph.D. (UC–Berkeley)
Assistant Professor
(urban education; action research; socio-cultural context of schooling; identity and school participation; feminist and gender studies; lgbt youth studies; culturally-responsive and critical pedagogies)

Jack Miller, Ph.D. (Toronto)
Professor; Head, Centre for Teacher Development
(holistic education; spirituality in education; contemplation in educational settings; curriculum orientations)

Martina Nieswandt, Ph.D. (Kiel)
Assistant Professor
(science education; cognitive, motivational and affective domain of learning science; classroom-based research; epistemological beliefs; writing in science; gender and science education; history and development of science)

Sarfaroz Niyozov, Ph.D. (Toronto)
Assistant Professor
(teaching, researching, teacher development and education reform in developing, Muslim, post-communist contexts; international and comparative curriculum studies/education)

Erminia Pedretti, Ph.D. (Toronto)
Associate Professor; Director, Centre for Studies in Science, Mathematics and Technology Education
(science education; science-technology-society environment (STSE) education; video case methods and preservice education; action research; teacher development; and learning science in non-school settings such as museums and science centres)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Teacher Education
(teacher education; program development; cooperative learning; models of teaching/learning; authentic approaches to assessment and evaluation; professional development; large-scale reform; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE Trent Valley Centre
(school change; math education; student assessment; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(organizational and curriculum change, curriculum implementation, curriculum evaluation; professional learning and professional development)

Lesley Shore, Ed.D. (Toronto)
Assistant Professor
(intermediate/secondary English; Holocaust and sexuality education; adolescent girls and reading; media and cultural studies; teacher development; philosophy of literature; and Anne Frank as a guide to critical thinking and writing through adolescence)

Jim Slotta, Ph.D. (Pittsburgh)
Associate Professor
(technology-enhanced learning and instruction, learning technology architectures and frameworks, cognitively informe curriculum, computer supported collaborative learning, international curriculum exchanges)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; cross-appointed to Theory and Policy Studies in Education
(curriculum and teachers' lives; curriculum development for gifted learners; history of Canadian education including education for the professions, teacher education and higher education; gender issues and education; pedagogy and practi of online learning; communities of teachers; the intersection education and religion)

Nina Spada, Ph.D. (Toronto)
Professor; Coordinator of Second Language Education Program
(second language acquisition, classroom-centered research in L2 teaching and learning, English as a second language, psycholinguistics)

Shelley Stagg Peterson, Ph.D. (Alberta)
Associate Professor
(socio cultural issues in literacy learning; writing assessment and instruction; content area literacy; children's literature)

Leslie Stewart Rose, M.A. (Toronto)
Lecturer
(music; self-assessment)

Heather Sykes, Ph.D. (British Columbia)
Associate Professor; on leave from July 2007 to June 200
(anti-homophobia education; teacher's life history; issues of sexuality in physical education and sport; post-structural, queer, and feminist theories)

Peter Trifonas, Ph.D. (British Columbia)
Associate Professor
(critical theory, literacy curriculum theory; philosophy of education; social and cultural studies; technology and media

John Wallace, Ph.D. (Toronto)
Professor
(teacher learning; case methods in teacher education; science education; curriculum integration; qualitative inquiry)

ssociated Faculty

uy Allen, Ph.D. (Toronto)
enior Tutor; Director, Professional Writing Program,
niversity of Toronto at Mississauga

ee Bartel, Ph.D. (Illinois – UC)
ssociate Professor; cross-appointed from Faculty of Music

i Chen-Bumgardner Ph.D. (Illinois)
ssistant Professor; cross-appointed from Human
evelopment and Applied Psychology

arcel Danesi, Ph.D. (Toronto)
rofessor; cross-appointed from the Department of
panish and Portuguese

obert K. Logan, Ph.D. (MIT)
ssociate Professor, cross-appointed from the Department
f Physics, University of Toronto

atherine Rehner, Ph.D. (Toronto)
ssistant Professor; cross-appointed from the Department
f French, German and Italian, University of Toronto at
ississauga

isa Romkey, M.Ed. (Toronto)
ecturer; cross-appointed from the Division of
ngineering Science, University of Toronto

oger I. Simon, Ph.D. (Yale)
rofessor, cross-appointed from the Department of
ociology and Equity Studies in Education

ale M. Willows, Ph.D. (Waterloo)
rofessor; cross-appointed from Human Development and
pplied Psychology

arl Woodruff, Ph.D. (Toronto)
ssociate Professor, cross-appointed from Human
evelopment and Applied Psychology

rofessors Emeriti

ohan L. Aitken, Ph.D (Toronto)
live M. Beck, Ph.D. (New England)
avid Booth, M.Ed. (Durham)
rnold Bowers, M.Ed. (Queen's)
tacy Churchill, Ph.D. (London)
. Michael Connelly, Ph.D. (Chicago)
ivian Darroch-Lozowski, Ph.D. (Alberta)
ynn Davie, Ph.D. (Wisconsin)
.T. Patrick Diamond, Ph.D. (Queensland)
oseph P. Farrell, Ph.D. (Syracuse)
on Fraser, M.A. (Toronto)
ormand J. Frenette, Ph.D. (Montreal)
onald I. Galbraith, M.Ed. (Toronto)
avid Garth, B.Com. (Queen's)
ila Hanna, Ph.D. (Toronto)
irgit Harley, Ph.D. (Toronto)
Anne Jordan, Ph.D. (Toronto)
Brendan Kelly, Ed.D. (Toronto)
Natalie Kuzmich, M.A. (Toronto)
Sharon Lapkin, Ph.D. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Robert S. McLean, Ph.D. (Carnegie-Mellon)
Robert Morgan, Ph.D. (Toronto)
Philip Nagy, Ph.D. (Alberta)
Shizuhiko Nishisato, Ph.D. (North Carolina)
Ronald Silvers, Ph.D. (Princeton)
Merrill Swain, Ph.D. (California at Irvine)
Ross E. Traub, Ph.D. (Princeton)
Merlin W. Wahlstrom, Ph.D. (Alberta)
Joel Weiss, Ph.D. (Chicago)
Joyce A. Wilkinson, Ph.D. (Minnesota)
Elgin Wolfe, M.Ed. (Toronto)

Distance Education

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via computer conferencing. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Studies and Teacher Development Program.

For further details, contact:

Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs, OISE Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149

OR

Theresa Oliveira, Graduate Studies Student Coordinator
Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 2747
Fax: 416-926-4744
E-mail: toliveira@oise.utoronto.ca.

Studies in French

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education.

For further details, see the Études franco-ontariennes en éducation Interdepartmental Research Area (page 180) or contact Diane Farmer, Coordinator, French Language Studies or Theresa Oliveira (see above).

Curriculum Studies and Teacher Development Program

Program Co-ordinator:
L. Cameron

Core Faculty:
A. Anderson, M. Beattie, J. L. Bencze, B. Bennett, K. Bickmore, M. J. Botelho, C. Brett, K. Broad, L. Cameron, E. Campbell, R. Cohen, C. Conle, K. Cooper, I. Esmonde, M. Evans, G. Feuerverger, K. Gallagher, R. Gaztambide-Fernández, D. Gérin-Lajoie, G. Gini-Newman, W. Gitari, T. Goldstein, J. Hewitt, D. Hodson, E. Jang, B. Kilbourn, M. Kooy, T. Lam, R. Lancaster, C. Marks Krpan, L. McCready, D. McDougall, J. Miller, M. Nieswandt, S. Niyozov, E. Pedretti, C. Rolheiser, J. Ross, M. Scardamalia, W. Seller, L. Shore, J. Slotta, E. Smyth, S. Stagg Peterson, L. Stewart Rose, H. Sykes, D. Thiessen, P. Trifonas, J. Wallace

Associated Faculty:
L. Bartel, C. Beck, D. Booth, R. Childs, D. Farmer, J. Farrell, R. Simon, R. Wolfe, E. Woodruff

The Curriculum Studies and Teacher Development Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: learners, subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas in the Curriculum Studies and Teacher Development Program.

Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, performed and critical ethnography, life history.

The interest areas below reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Studies and Teacher Development Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Curriculum Theories, Perspectives and Teacher Development include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change:

- Curriculum and Program Development and Implementation
- School and District Policy, Environments, Change and Reform
- Assessment and Evaluation
- Teacher Professional Learning, Teachers as Change Agents
- Teachers' Work, Lives, Narratives, Beliefs and Knowledg
- Teacher Knowledge/Teacher Identity
- Teacher Leadership
- Pre-service and In-service Education
- Holistic Education, Imagination, and Spirituality
- Feminist and/or Queer Theories in Education
- Cultural Studies and Critical Theory in Education
- Dialogic and Social Constructivist Approaches to Curriculum
- Education in Non-school Settings
- Distance Education and On-line Learning Environment
- Knowledge Media/Technology, Knowledge Building and Innovation
- Comparative Education and Education in International Settings

Curriculum Subject Matter and Teaching/Learning Processes include subject area content and/or pedagogical approaches:

- Pedagogy, Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
- Arts and Aesthetic Education
- Drama/Theatre Pedagogy
- Health and Physical Education
- Science and/or Technology Education
- Mathematics Education
- English Language, Children's Literature, and Literacy Education
- Democratic Citizenship, Global Perspectives, and Social Sciences Education
- Conflict/Peace Education
- Critical and Social Justice Pedagogies

Diverse Student Populations and Curriculum Issues include challenges and issues in constructing and delivering curriculum for particular diverse students and/ for social change:

- Adaptive and Inclusive Classrooms

Educating Immigrant and English as a Second Language Students
Franco-Ontario and French Language Minority Education
Gender and Education
Sexuality and Anti-Homophobia Education
Anti-Racist, Multicultural and Anti-discriminatory Education
Students' Identity Construction
Urban Youth
Early Childhood Education
Gifted Learners

Degrees

Master of Education

The M.Ed. degree program is designed chiefly for the professional development of those who are already engaged in a career related to education. Applicants are accepted under the general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university. This degree must be completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm>**. The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.Ed. program of study consists of ten half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six calendar years from first enrollment.

Master of Arts

The M.A. degree program is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm>**. The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link them to appropriate faculty advisors.

The M.A. may be taken on a full- or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm>**.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within five years from first enrollment.

Doctor of Education

The Doctor of Education degree is discontinued effective 2007/2008.

Doctor of Philosophy

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. The Curriculum Studies and Teacher Development Program offers both a full-time and a flexible-time Ph.D. program option. Applicants must declare the option(s) for which they are interested in applying.

Full-time Ph.D. option:

Applicants are accepted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level is required. This degree must be completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. A minimum of two years professional experience prior to applying will normally be expected. Applicants are required to submit, along with the application:

a) Their masters thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the CSTD program Web page **<www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm>**

b) A statement of intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the program, previous qualifications and professional experiences, and future career goals; and

c) Two letters of reference, one academic and one professional

Flexible-time Ph.D. option:

Applicants to the flexible-time Ph.D. option are accepted under SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their statement of intent the outline of a plan that demonstrates the following: (a) that the applicant is in a career related to the field of study; (b) the applicant has three or more years with the same employer; (c) a desire to continue with current career path; (d) the capacity to secure blocks of time to enable concentrated study (eg. reference to the employer's leave policy, study incentive system, etc.)

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. program of study normally consists of six half courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the Program. Additional courses may be required of some candidates. Students are expected to take CTL1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program web page **<www.oise.utoronto.ca/depts/ctl/programs_admissions01.htm>**. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis, are also required.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, comprehensive examination, thesis committee formation and ethical review.

Courses

The following is a list of courses offered within the Curriculum Studies and Teacher Development Program. Not all of the courses listed are offered in any given year. Note that courses numbered CTL1000-1799 are offered a the Master's Level; courses numbered CTL1800-1999 are offered at the Doctoral Level.

NOTE: [RM] refers to research methods courses.

CTL1000H Foundations of Curriculum Studies

This is a required course for master's students (and doctoral students who did not take it in their masters programs). The aim of this course is to apply theory and research to the stud of curriculum and teaching. The course (a) provides a language for conceptualizing educational questions; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum changes and change; and (d) assists students in developing critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.
B. Bennett, C.T.P. Diamond, G. Feuerverger, K. Gallagher, W. Seller, P. Trifonas, Staff

CTL1000H Fondements de létude des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fourni un langage propice à la conceptualisation; (2) examine les principaux thèmes traités dans la littérature; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Staff

CTL1001H Values and Schooling

This course deals with selected value issues in the theory an practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versu "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
E. Campbell, Staff

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.

Staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation come: a) l'identification des resultats generaux et specifiques d'un cours ou d'un module; b) la planification de projets a long term; c) l'elaboration d'outils d'intervention par rapport a differentes strategies. La resolution de problemes constituera un element important des composantes etudiees.

Staff

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will nclude a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.

D. Willows, L. Cameron, M.J. Botelho

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of heoretical and practical issues relating to the role of language n the school curriculum. Particular emphasis will be given to teracy - its nature, development, and use. Students will be xpected to carry out an empirical inquiry on some topics rising from the course.

. Peterson, Staff

TL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the eaching of secondary school English. In particular, movements such as reader-response theory, language across he curriculum, genre theory, whole language, and cultural udies approaches are examined. The teacher's role in ontemporary debates and classroom research is explored.

M. Kooy, Staff

TL1007 Communities of Learning: Teachers onstructing professional knowledge

his course theorizes and operationalizes teacher development a social and cultural structure: teacher book clubs. The ourse organizes teacher book clubs as communities of arners to socially and interdependently explore the onstruction of knowledge and relational learning, the related ncept of communities of learners and, narrative as an euristic for making sense and developing meaning. By tegrating the three theoretical orientations, the course seeks help teachers more fully understand how they learn, think, and develop their professional knowledge and identity. The class is organized into book clubs so that the collective membership, through their own practices and theorizing, develop a praxis for including communities of learners in school settings.

M. Kooy

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.

L. Cameron, Staff

CTL1009H Theory and Practice in Elementary Literacy Instruction

This course examines a number of theoretical perspectives on literacy learning and instruction, exploring their implications for work with students in primary/junior/intermediate classrooms. Topics such as literacy across the curriculum, reading comprehension, beginning writing instruction, use of media and technology in writing, and sociocultural influences on literacy learning, will be explored in terms of various theoretical approaches.

S. Stagg Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

G. Feuerverger

CTL1011H Anti-Oppression Education in School Settings

In this course we will identify ways that systems of oppression and oppressive educational practices manifest themselves in school settings - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-oppressive educational work in school settings. Emphasis in the course will be placed on integrating anti-oppressive educational theory with anti-oppressive educational practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with elementary and secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.

J.A. Ross

CTL1014H Evaluation of Curriculum and Instruction [RM]

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.

J.A. Ross, Staff

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.

Staff

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.

J.A. Ross, Staff

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning [RM]

Experiential learning for students new to qualitative inquiry i provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.

K. Cooper, J. Wallace, Staff

CTL1019H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.

J. Ross

CTL1020H Teaching High Ability Students

This course will critically analyze a number of curriculum models and will explore instructional strategies currently usec to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.

E. Smyth

CTL1023H Technology and Education: Critical Perspectives on Theory and Practice

An examination of the theoretical underpinnings and practical questions concerning the educational use of technology. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia (e.g., film, audio recordings, television). The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues will be selected from the following: theories

and definitions of technology; implications of various modes of technology contexts for models of teaching and learning practice; evaluating the use of multimedia resources for educational contexts (e.g., internet, "software," video and audio recordings, television); technology, diversity, and educational equity; articulating an ethics of teaching practice with respect to the educational use of technology.
P. Trifonas

CTL1024H Poststructuralism and Education

This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas

CTL1026H Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation. This course is most suitable for primary and secondary teachers.
NOTE: Students who have previously taken CTL4000H are prohibited from taking this course.
B. Kilbourn

CTL1027H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners nake site-based decisions and through which they continue o learn in their professions. This course will critically xamine the research and professional literature concerning he meaning of and the processes involved in reflective ractice. Additionally, as professional development is often ssociated with reflective practice, the course will also identify nd examine professional development strategies which could acilitate reflective professional development. Students will ritique these models by utilizing the concepts from the eflective practice literature.
IOTE: Students who have previously taken CTL4001H are rohibited from taking this course.
taff

TL1028H Constructive Feedback in Teaching

his course concerns observing and giving feedback to eachers; it is experiential and requires that students be able to bserve and work with a colleague who is currently teaching. he focus is on developing the skills of in-depth, systematic nalysis of classroom teaching and the skills of sensitive, nformed, one-to-one feedback. The course is particularly elevant to those with supervisory or professional evelopment responsibilities.
OTE: Students who have previously taken CTL4002H are rohibited from taking this course.
rerequisite: Permission of instructor.
. Kilbourn

CTL1029H From Student to Teacher: Professional Induction

This course critically examines the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they construct professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
NOTE: Students who have previously taken CTL4004H are prohibited from taking this course.
M. Kooy

CTL1030H Arts-Based Approaches to Teacher Development

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.
NOTE: Students who have previously taken CTL4005H are prohibited from taking this course.
C.T.P. Diamond

CTL1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
NOTE: Students who have previously taken CTL4007 are prohibited from taking this course.
G. Feuerverger

CTL1032H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues

about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of “knowing.” The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
NOTE: Students who have previously taken CTL4008 are prohibited from taking this course.
B. Kilbourn

CTL1033H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a “hands-on” component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
NOTE: Students who have previously taken CTL4009 are prohibited from taking this course.
G. Feuerverger

CTL1034H Action Research in Language and Learning [RM]

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term “language” appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
NOTE: Students who have previously taken CTL4010 are prohibited from taking this course.
Prerequisite: Permission of instructor.
Staff

CTL1035H Teaching, Teacher Development, and School Renewal

The course enlists the aid of experienced and beginning teachers and teacher educators in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, approaches to teaching, building a class community, teacher preparation and induction, and school restructuring. The course links theory and practice, helping teachers and teacher educators develop their understanding of teaching by addressing questions of everyday practice.
NOTE: Student who have previously taken CTL4011 are prohibited from taking this course.
C. Beck

CTL1036H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are “thoughtfu practitioners”, the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's abilities and role. A small research study in a teaching context (school or preservice) will be required in this course. Assistance will be given in research methodology for the study.
NOTE: Students who have previously taken CTL4012 are prohibited from taking this course.
E. Campbell, Staff

CTL1037H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the ways “Knowledge”, “Teaching” and “Learning” are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in order to better understand teacher development in varying cultural/national contexts. The choice of particular nations/regions/cultures on which to focus in the course responds to the experience and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes of the course.
NOTE: Students who have previously taken CTL4013 are prohibited from taking this course.
J. Farrell, Staff

CTL1039H Teaching Writing in the Classroom

This course addresses theories of writing instruction and assessment that influence current classroom practice. Connections between theory and practice will be explored in terms of what it means to be a writer and a teacher of writing. Issues such as the teaching of writing conventions, writing assessment, sociocultural influences on students' writing, and the teacher's role in guiding student writing will be examined.
S. Stagg Peterson

CTL1040H Fundamentals of Program Planning and Evaluation [RM]

This course is organized around the various components of program planning an evaluation for education and the social and health sciences; needs, evaluability, process, implementation, outcome, impact, and efficiency assessments. Data collection methods such as the survey, focus group interview and observation are introduced.
NOTE: Students who have previously taken CTL2006 are prohibited from taking this course.
T. Lam, Staff

CTL1041H Research Methods in Education [RM]

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
NOTE: Students who have previously taken CTL2007H are prohibited from taking this course.
T. Lam, E. Jang, Staff

CTL1042H Instrument Development in Education [RM]

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item analysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
NOTE: Students who have previously taken CTL2009 are prohibited from taking this course.
Staff

CTL1043H Research Issues in Alternative Assessments [RM]

A review of research and issues in using alternative assessments in classroom and accountability testing, in competency testing and quality assurance, and in program evaluation, for education and the social and health sciences. These alternative assessments include performance, authentic, portfolio, self, peer, group, and individualized assessments.
NOTE: Students who have previously taken CTL2010 are prohibited from taking this course.
T. Lam, Staff

CTL1060H Education and Social Development

This course examines the linkages between education, both ormal and non-formal, and the social development of ations, with particular focus on the process of educational olicy formation for both developing nations and developing ub-areas within richer nations. The course aims to acquaint udents with the main competing "theories" or conceptualations of the development process and, through examination f a representative set of recent empirical studies and "state of he art" papers, to develop an understanding of the elationships between educational activities and programs and arious aspects of social development, with an overall focus n problems of social inequality. The overarching objective is o help develop a better understanding of how, in confronting particular educational policy problem, one's own theoretical reconceptions, data about the particular jurisdiction, and omparative data about the problem at hand interact to roduce a policy judgment.
OTE: Students who have previously taken CTL6002 are rohibited from taking this course.
Farrell, Staff

CTL1061H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
Staff

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
Staff

CTL1104H Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form.
Topics vary from year to year depending upon interests of course members.
L. Cameron, Staff

CTL1105H Research and Inquiry in Arts Education [RM]

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
M. Beattie

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.
R. Cohen

CTL1117H Liberatory Practices in Drama and Education

The intersection between the construction of self/other and the production of dramatic art is central to this course. We will examine the implications of drama education practices as they ask participants to understand their particular gendered, cultural, sexual, racial, ethnic, and class-based identities in relation to the broader social world around them. Drawing on recent research in gender studies, drama and arts education, this course will examine pedagogies in the arts and especially drama's potential as education and in education to build support networks in classrooms that favour participation of all individuals at their highest potential.
K. Gallagher

CTL1118H The Visual Arts as a Teaching and Learning Strategy

This course examines, through theoretical discussions and practical experience, the place of the arts for teachers and learners. The intent of the course is to provide a more concrete grounding in what the arts have to offer teachers as a teaching strategy, and what they have to offer to student learning. The course includes studio experience with art projects, visiting artists and speakers, examination of contemporary issues in curriculum and teaching theory related to art, education, and the arts as a thinking discipline. While the emphasis of the course is on the visual arts, other areas of art will also be addressed where possible.
This class does not require an art background, but rather a willingness to develop a better understanding of what the arts have to offer to the educational process.
S. Stiegelbauer

CTL1119H Gaining Confidence in Mathematics: A Holistic Approach to Overcoming Mathematics Anxiety (K-8)

It has been well documented that many adults experience math anxiety, possibly due to the traditional way they have been taught math in their own schooling. This course utilizes a holistic approach in helping elementary teachers to reconstruct their foundational math knowledge and overcome their anxieties. Utilizing reform-based approaches, participants will work in small groups on selected math problems and hands-on explorations at an appropriate level of difficulty. Journal writing, group reflection and guided visualization activities will be used to help participants become aware of, and start dealing with their emotional and cognitive blocks in relation to math. Such work opens the door to accessing one's mathematical intuition and creativity. A discussion of how the strategies used in the course, or reported in the literature, can be adapted for math-anxious students will also be included.
R. Cohen

CTL1200H Science in the School Curriculum

A systematic analysis of matters central to curriculum development for science (including, where relevant, technology education) in elementary and secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for learning outcomes, teaching and learning strategies, and course and student evaluation. Focus of assignments will be adapted for students with special interests in elementary and secondary science education, respectively.
L. Bencze, Staff

CTL1202H Mathematics in the School Curriculum: Elementary

This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics. The intent of the course is to provide a grounding in mathematics education.

D. McDougall

CTL1204H Making Mathematics Learning Meaningful: Secondary

Various approaches to making mathematics meaningful for, and accessible to intermediate and senior level students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics may include: Connecting mathematics to real life; increasing students' understanding of mathematics, group explorations, problem solving and mathematical modeling, communicating about mathematics, integrating the use of graphic calculators and computer technology; authentic assessment.

R. Cohen

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.

D. Hodson, Staff

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.

E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide ome insight into the nature of curriculum change through a ritical analysis of episodes in science curriculum history.

D. Hodson, Staff

TL1209H Current Issues in Science and Technology ducation

The course focuses on the design of effective strategies for xploring students' personal frameworks of meaning in cience and addresses issues of contemporary international ebate about science and technology education, including the Science for All" movement, the "new" psychology of arning, the language of science and technology education, oliticization of science and technology education, the role of boratory work, computers in science education, and issues environmental and health education.

D. Hodson, Staff

CTL1211H Action Research in Science, Mathematics and Technology Education [RM]

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science, mathematics and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice (e.g., teaching) to critical scrutiny and appraisal, plan and attempt alternative curriculum perspectives and practices, and evaluate these in action (e.g., in teaching). The particular focus for research will be determined by individuals or groups of individuals in the course, in consultation with the instructor. Class members need to be active in their work - e.g., currently working as a teacher, consultant, etc. - in order to carry out their projects. This course may be best taken after a few courses in a Masters level programme, which may provide students with some theoretical perspectives to use in their action research. Although prior research experience would be helpful, it is not a requirement for this course.

D. Hodson, E. Pedretti, L. Bencze, R. Cohen, W. Gitari

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science

This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal of the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortion and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present a more authentic view of science, scientific development and scientific practice.

D. Hodson, Staff

CTL1214H Equity Issues in Science Education

This course deals with issues of gender bias, Eurocentrism and other forms of bias and distortion in science and science-technology education. It seeks a generalized approach to equity issues and examines ways in which border crossings into the subcultures of science and science education can be eased for all those who currently experience difficulties.

D. Hodson, Staff

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, out-door centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.

E. Pedretti

CTL1216H Teacher Leadership in Science, Mathematics and Technology Education

This course will focus on the role of the teacher leader in developing the teacher as learner in the context of science, mathematics and technology education. Topics will include the nature of teacher's work, the construction of teacher's knowledge, forms of teacher inquiry and reflection, providing feedback on teaching and the social organisational conditions of schools, which support teacher leadership and learning. Participants will use this unit to conduct some action research on teacher leadership in science/ mathematics/technology education.
J. Wallace

CTL1217 Integrating Science, Mathematics and Technology Curricula

This course focuses on curriculum issues associated with integrating school science, mathematics and technology. Topics include the history of curriculum integration and school subjects, theoretical and practical models for integration, strategies for teaching in an integrated fashion, student learning in integrated school settings, models for school organization, and curriculum implementation issues. Participants will examine the contemporary literature on curriculum integration and will be encouraged to conduct and report on some action research into teaching practices.
J. Wallace

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
Staff

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
Staff

CTL1306H Qualitative Research Methods in Education: Concepts and Methods [RM]

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie, Staff

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques [RM]

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie, Staff

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour but de se pencher sur le rôle de l'école de langue française dans le processus de construction identitaire des élèves. Dans le contexte du cours, l'identité est conçue comme étant le résultat d'une construction sociale. Des concepts-clés tels que l'identité, l'ethnicité, la race, la culture, la langue et l'assimilation sont d'abord examinés. Par la suite, le cours se penche sur les politiques et les programmes existants dans les écoles de langue française en Ontario, dans le but de faire une analyse critique de la contribution de ces dernières au processus de construction identitaire des élèves.
D. Gérin-Lajoie

CTL1307H Identity Construction and Education of Minorities

The course is designed to examine the contradictory role of the school as an agent of linguistic and social reproduction in a school system where students are from diverse linguistic and cultural origins. In this context, the majority-minorities dichotomy will be critically examined. The course will focus particularly on how school contributes to the students' identity construction process. In this critical examination, identity will be understood as a socially constructed notion. Key-concepts such as identity, ethnicity, minority, race, culture and language will be first analyzed. The process of identity construction will then be examined within the educational context of Ontario.
D. Gerin-Lajoie

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship—linking the individual to social decision-making—is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might "teach" for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.

K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc. The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.

Staff

CTL1316H Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed. The nature of global education across the elementary and secondary curriculum will be explored.

Staff

CTL1318H Teaching Conflict and Conflict Resolution

This seminar examines the theoretical and practical challenge of teaching young people (and giving them opportunities) to handle interpersonal and social conflict. The course examines the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, governance, and social relations, from Canadian and international/comparative/cross-cultural perspectives. It focuses on analyzing how various kinds of education about conflict fit in, and can challenge, the regularized activities, assumptions, and curriculum of schooling, and also on how the management of conflict implies and shapes 'citizenship' expectations, social exclusion and inclusion. The course emphasizes implicit and explicit conflict management and conflict learning in formal (school) settings, but also examines the relationships between schools and other cultural and socio-political institutions. Participants will become skilled in analyzing research and experience regarding the conflict learning opportunities and equity dilemmas that are embedded in patterns of institutional activity and curriculum, and in various initiatives to teach or facilitate conflict resolution.

K. Bickmore

CTL1400H Classroom Adaptations and Instructional Strategies

The focus of this course is teaching in regular elementary and secondary classrooms to which students bring diverse backgrounds, needs and skills. We will examine instructional effectiveness and its relationship to the techniques and strategies that accommodate student differences, both at the micro-level of teacher-student interactions, and at the macro-level of planning, monitoring and evaluating student progress.

A. Jordan

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teachers diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pupil diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro (teaching methods) and micro-level (student-teacher interaction). Questions to be examined: What are the teacher's responsibilities for adapting instruction? What is an adapted or modified program? Is differential instruction of students discriminatory or essential? How might modified outcomes be evaluated and reported.

A. Jordan

CTL1403H Special Education and Social Representation of Difference

The purpose of this course is to examine how education and special education might be bound up with traditional view or social representation meaning that special educational needs or difficulties are essentially within pupils, within individuals. We will see how this view might arise from a lack of consideration or a misunderstanding of the educational/social context in which pupils and teachers interact. We will discuss the arbitrary features of labels and analyze the notion of disability and difference as a "transactional activity" that takes place between individuals, the labeled and the labeler. This course will draw upon sociological and historical examples to understand social representations of difference.

N. Belanger, Staff

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues.
Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
Staff

CTL1602H Introduction to Computers in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as a first course in this area. Current practice and research in the use of computers to guide instruction are examined. Includes aspects of computer-aided learning: computers in the schools, computer-managed instruction, computer assisted instruction, internet resources, computer mediated communication, virtual reality, and artificial intelligence applications. Specific topics change each year. It is strongly recommended that this course be taken early in the student's program.
J. Hewitt, E. Woodruff

CTL1603H Introduction to Knowledge Building

This course examines the role that knowledge building can play in school and work settings. We will review the distinction between knowledge building and learning, analyze recent knowledge building literature, and discuss socio-cultural, logistical and design considerations when constructing an online Knowledge Building community. Students will visit and study existing Knowledge Building communities as one of the course assignments.
J. Hewitt

CTL1604H Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of knowledge building and design research to the creation and integration of images, video, sound and text in an educational project The Laboratory Network for Innovation and Technology in Education facilities will be used in this course.
Staff

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
Staff

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
D. McDougall, J. Hewitt

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
Staff

CTL1608H Constructive Learning and Design of Online Environments

This course will examine the theory and research that underlies constructivist learning and its historical and philosophical roots. The educational applications that have developed out of these ideas, like problem based learning, collaborative learning and knowledge building will be explored in regards to how such concepts can inform and enhance the design of online environments and methods of teaching. We will look at different learning environments, both research projects and applications current in the field that instantiate various elements of these ideas.
C. Brett

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
C. Brett

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
Prerequisite: CTL1602 or permission of instructor.
Staff

CTL1612H The Virtual Library (Non-Credit)

The Virtual Library is a seven module course addressing students' information retrieval needs in a rapidly-changing technological environment. The course covers hardware and software requirements; access to online catalogues, online databases; electronic journals and theses; educational resources on the World Wide Web; bibliographic software packages and the new requirements for citing electronic publications.

Staff

CTL1797H Practicum in Curriculum: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.

Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

Staff

CTL1799H Special Topics in Curriculum: Master's Level

A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

Staff

CTL1800H Research Colloquium in Curriculum and Instruction [RM]

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.

Staff

CTL1801H Action Research and Professional Practice [RM]

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.

K. Broad, Staff

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas.

Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of instructor.

S. Peterson, L. Cameron

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.

K. Broad, Staff

CTL1809H Narrative and Story in Research and Professional Practice [RM]

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

NOTE: Students who have previously taken CTL4801 are prohibited from taking this course.

Prerequisite: Permission of instructor.

C. Conle

CTL1810H Qualitative Research in Teaching [RM]

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

NOTE: Students who have previously taken CTL4802 are prohibited from taking this course.

Prerequisite: Permission of instructor.

B. Kilbourn

CTL1811H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

NOTE: Students who have previously taken CTL4804 are prohibited from taking this course.

Prerequisite: Permission of instructor

C.T.P. Diamond, M. Kooy, K. Cooper

CTL1812H Professional Ethics of Teaching and Schooling

Current educational literature reflects increasing attention to the practical and philosophical significance of ethical decision-making as a central aspect of the professionalism and accountability of teachers in their role as moral agents. This course will examine, through in part the use of case studies, some of the ethical complexities, dilemmas, and controversial issues that arise within the overall context of the school. It will raise questions about ethical concerns that occur as a result of teachers' daily work with students, colleagues, administrators, and parents. The course will consider the nature of professional ethics in education and associated concepts of the moral climate of schools. It will explore theoretical and empirical knowledge in the field of applied educational ethics and the moral/ethical dimensions of teaching and schooling.

E. Campbell

CTL1819H Critical Multicultural Analysis of Children's Literature

In this course, we will examine children's and young adult books as cultural products. We will consider the history of under-representation as it's palpable in children's literature (what we read) as well as critically and multiculturally analyze (how we read) these texts. Critical (signals the imbalance in social power, manifested in class, race and gender relations) multicultural (acknowledges the diversity in cultural experiences, shaped by historical, social, political, and economic factors) analysis will guide our work together.

M.J. Botelho

CTL1822 Urban School Research: Youth, Pedagogy, and the Arts

This course will examine conceptual, theoretical, and methodological considerations of urban school research. The arts generally- and theatre/drama in particular- will be used as a conceptual and methodological lens that informs questions of curriculum, subjectivity, space, diversity, policy, and youth culture in the study of urban schools. Studies of children/youth and youth culture and conceptions of arts/theatre practices and pedagogies in schools will be examined. Discussions of research problems in school-based research, and methodological and design choices in the development of school-based research projects will be a particular focus. Two of the primary goals of the course are: to expand students' qualitative research interpretation skills by examining the work of other school-based researchers and to help students formulate and articulate their research designs and methods for their own projects.

K. Gallagher

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to education and social action. A review of theories is included, with special attention to philosophical and sociological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.

K. Gallagher

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.

J. Miller

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.

M. Nieswandt

CTL1841H Research Seminar in Science Education [RM]

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars on their research interests.

D. Hodson, E. Pedretti, L. Bencze, M. Nieswandt

CTL1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries [RM]

Mixed methods research is drawing increasing attention from educational researchers who seek richer data and stronger evidence for knowledge claims than does any single method used alone. This course is aimed to provide both theoretical and practical foundations for mixing different research methods. In this course, students will discuss various conceptualizations and frameworks of the mixed method research including various designs employing both quantitative and

qualitative inquiries, sampling strategies, analysis, synthesis, and representation of findings. The students will participate in both collective and independent mixed-method research projects to develop competencies in mixed research methods.
E. Jang

CTL1843H Models and Issues in Program Evaluation [RM]

A comparison of evaluation models and a study of related technical issues and topics such as outcome-based evaluation, mixed methods, measurement of change, validity typology, impact assessment, logic modeling, training evaluation, multilevel analysis, cluster evaluation, and meta-analysis and meta-evaluation.
NOTE: Students who have previously taken CTL2803 are prohibited from taking this course.
Prerequisite: CTL2006 or equivalent, or permission of instructor.
T. Lam, Staff

CTL1844H Seminar in Evaluation Problems [RM]

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
NOTE: Students who have previously taken CTL2810 are prohibited from taking this course.
Prerequisite: CTL2803 or equivalent.
NOTE: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL1845H Performance Assessment

An examination of the technical issues that arise in using erformance assessment in the classroom, in large-scale ssessment programs, and in program evaluation. Topics ddressed include definition and conceptualization, scoring ubric construction, evidential and consequential validity, eneralizability, bias and fairness, comparability, and standard etting.
rerequisites: CTL2009 or equivalent, or permission of nstructor.
T. Lam

TL1861H Critical Ethnography [RM]

n ethnography - of a community, classroom, event, program seeks to describe the set of understandings and specific nowledge shared among participants that guide their ehaviour in that specific context. The value of ethnography s a research method lies in its holistic view of the particular ulture, cultural situation or cultural event under study. ritical ethnography is fundamentally concerned with uestions of education and inequality. It seeks not only to escribe conditions of inequality, but also aims towards eating change in the conditions it describes. In this course e will inquire into the concerns of critical ethnography and arn about conducting and writing critical ethnography by ading and discussing studies that explore the relationship etween education and ethnicity, gender, class, race and inority languages.
Goldstein

CTL1863H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
NOTE: Students who have previously taken CTL6800 are prohibited from taking this course.
Staff

CTL1864H Methodologies for Comparing Educational Systems [RM]

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
NOTE: Students who have previously taken CTL6801 are prohibited from taking this course.
Staff

CTL1880H Analysis of Instruction

In this doctoral level course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the case for a research agenda and design a study in the field.
A. Jordan, Staff

CTL1921H Knowledge Building Environments

Knowledge Building Environments (KBEs) have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase participants' abilities to monitor, control, and improve their own knowledge. In this course students will examine different approaches to KBE development and will participate in an online network devoted to advancing designing and use of KBE.
M. Scardamalia

CTL1922H Seminar in Interactive Video/Graphics

Current research and applications in the use of electronic media in the knowledge building process will be analysed. Specific considerations will relate to human-computer interaction, interface design, design research methodology, and the use of multimedia for knowledge building.
Staff

CTL1923H Technology Supported In Situ Learning

Learning edge computer technologies that support in situ knowledge construction will be studied. Implications for mind, education and technology will be examined in addition to the practical applications in schools and other educational settings.
Students will have to carry out individual or group projects focused on practical educational applications either using gaming, simulations, augmented reality or dynamic modeling.
E. Woodruff, Staff

CTL1924H Research Issues in Educational Computer-Mediated Communication [RM]

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE's computer conferencing system.
Prerequisite: CTL1609 or permission of instructor.
Staff

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

Master of Teaching in Elementary and Intermediate Education (M.T.)

Program Coordinator
N. Scarfo

Core Faculty
C. Brett, E. Campbell, J. Hewitt, A. Jordan, D. McDougall

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year program of study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification** which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements

Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or eaching-related experiences that they have had, especially with groups of children. With reference to these xperiences, applicants should identify insights gained bout teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Concentrations

Applicants must select **one** of the following concentrations:

- **Primary/Junior** (junior kindergarten to grade 6)
- **Junior/Intermediate** (grades 4 to 10)

Applicants to the Junior/Intermediate concentration must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

French (Second Language)
Prerequisites: Five full university courses in French as well as written and spoken proficiency demonstrated through tests administered at the time of admission

Geography
Prerequisites: Two full university courses in Geography

Health and Physical Education
Prerequisites: No prerequisites are required

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Music - Instrumental
Prerequisites: Two full university courses in instrumental Music or demonstrated proficiency in brass, winds and strings

Music - Vocal
Prerequisites: Two full university courses in Music or appropriate background in Music

Science-General
Prerequisites: Three full university courses in Science.
NOTE: Only Science-General is offered at OISE

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Degree Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an **Ontario Teachers' Certificate of Qualification**. Registration in the second year is contingent upon successful completion of all first-year work.

First Year Core Courses

CTL7000H	Curriculum and Teaching in Literacy
CTL7002H	Curriculum and Teaching in Mathematics
CTL7003H	Curriculum and Teaching in Social Studies and Science
CTL7004Y	Practicum in Schools
CTL7006H	Reflective Teaching and Inquiry into Research in Education
CTL7007H	Authentic Assessment

Second Year Core Courses

CTL7001H	Educational Professionalism, Ethics and the Law
CTL7005Y	Practicum Internship
CTL7008H	Introduction to Special Education and Adaptive Instruction
CTL7009H	Anti-Discriminatory Education
CTL7010H	Issues in Numeracy and Literacy
CTL7011H	Child and Adolescent Development

Elective Courses

The two electives are normally selected from other graduate courses offered at OISE.

Courses

The following course descriptions are for those courses numbered in the 7000 series.

CTL7000H Curriculum and Teaching in Literacy

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing literacy curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education.
Staff

CTL7001H Educational Professionalism, Ethics and the Law

This course will enable students to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and the role of the teacher are studied in detail. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7002H Curriculum and Teaching in Mathematics

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing mathematics curricula for students in grades K to 10. Additionally, the course explores methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7003H Curriculum and Teaching in Social Studies and Science

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula of social studies and science. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7004Y Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE. The practicum provides a minimum of 40 days of field experience. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE. The practicum provides a minimum of 40 days of field experience as junior staff members within school settings. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7006H Reflective Teaching and Inquiry Into Research in Education

This course is designed to develop students' awareness of and reflection about their own professional knowledge, beliefs, values, and skills as emerging teachers in relation to classroom-based and school-based research. The following four broad themes will guide the course in interwoven and complementary ways: (1) the teacher as a reflective professional oriented towards inquiry into educational theory and practice; (2) the teacher as a moral agent who appreciates the ethical demands, complexities, and responsibilities of the role; (3) the teacher as a critical analyst of educational research; (4) the teacher as a practitioner researcher knowledgeable of conceptual and methodological approaches to the study of teaching and schooling. This course is normally open only to students in the M.T. in Elementary and Intermediate Education program.
Staff

CTL7007H Authentic Assessment

In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
Staff

CTL7008H Introduction to Special Education and Adaptive Instruction

n Ontario, the regular education classrooms is currently the placement of choice for students with disabilities. This movement toward inclusive education has occurred for a ariety of reasons; legal, educational, moral and philosophical. n this course, we will consider special education from the erspective of the regular classroom teacher from this erspective, special education is not "special" but is effective eaching that benefits all the students in the class. It is the rovision of instruction that is adapted to the diverse needs of he students in the class. Therefore, we will not consider how o identify disabilities, or how to interpret psycho-diagnostic ests to confirm learner difference. Instead we concentrate on ow instructional assessment can be used to calibrate nstruction to meet the needs of individual students, how to accommodate learner differences and how collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.
Staff

CTL7009H Anti-Discriminatory Education

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
Staff

CTL7010H Issues in Numeracy and Literacy

In this course, teacher candidates will explore theoretical and current issues in numeracy and literacy spanning kindergarten through grade eight. Integration with other subject areas and course work will be addressed. The experiences in this course are intended to help teacher candidates bridge theory and practice, and articulate personal beliefs and experiences related to literacy and numeracy.
Staff

CTL7011H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in this course.
Staff

Second Language Education Program

Program Coordinator
Nina Spada

Core Faculty
Alister Cumming (Head, Modern Language Centre),
J. Cummins, A. Gagné, J. Kerekes, N. Labrie, S. Lapkin,
N. Spada, M. Swain

Associate Faculty
B. Chen-Bumgardner, Human Development and Applied Psychology;
R. Childs, Human Development and Applied Psychology;
E. Geva, Human Development and Applied Psychology;
M. Heller, Sociology and Equity Studies in Education;
R. Helms-Park, Division of Humanities, University of Toronto at Scarborough;
E. Jang, Curriculum, Teaching and Learning;
Y. Johnson, Department of East Asian Studies;
K. Rehner, Department of French, German and Italian, University of Toronto at Mississauga
J. Steele, Department of French Studies

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education Program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE Education Commons.

The Program offers three degrees: the M.Ed., M.A. and Ph.D. (The requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the Program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT ***Bulletin*** prior to 1998.)

Master of Education

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should hav teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. consists of ten half-courses only. Students must take a minimum of five CTL 3000-level half-courses within the SLE Program. One of the courses must be either CTL3000H - Foundations of Bilingual and Multicultural Education or CTL3002Y - Methodology and Organization of Language Teaching. The M.Ed. program of study may be taken on a full or part-time basi All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Master of Arts

Applicants are accepted under SGS general regulations. Admission requires an appropriate four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrollment in the M.A. (rather than the M.Ed. degree program) is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing the reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. **Part-time students are expected to be available to take CTL3001 during day-time hours (usually Friday afternoons).** Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Courses must include CTL3001H - Research Colloquium in Second Language Education, Master's Level plus a course in research methods [RM] relevant to the topic of the thesis. Any of the following courses can fulfill this requirement:

CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Doctor of Philosophy

Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both a full-time and flexible-time Ph.D. option. Applicants must declare the option(s) for which they are interested in applying.

Full-time Ph.D. option:

Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** s required. Admission is contingent upon satisfactory ompletion of a master's thesis, or the equivalent in the orm of a scholarly piece of writing. Ordinarily, applicants vill have a minimum of two years relevant professional xperience prior to applying. All applicants are required to ubmit a résumé and a Statement of Intent describing their easons for wishing to take the Program, previous qualifiations and professional experiences, particular research or rofessional interests, and future career goals. If the pplicant has not completed a thesis, then a sample of ngle-authored scholarly writing must be submitted with he application.

lexible-time Ph.D. option:

pplicants to the flexible-time Ph.D. option are accepted nder SGS general regulations and are subject to the same dmission requirements as applicants to the full-time h.D. option. However, in addition, applicants to the exible-time Ph.D. option must include in their statement f intent the outline of a plan that demonstrates the llowing: (a) that the applicant is in a career related to the eld of study; (b) the applicant has 3 or more years with e same employer; (c) a need and desire to continue with rrent career path; (d) the capacity to secure blocks of me to enable concentrated study (e.g. reference to the nployer's leave policy, study incentive system, etc.).

Full-time Ph.D. students must complete their degree requirements within six years. Students in the flexible-time Ph.D. option must complete their degree requirements within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Students are required to take CTL 3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001 - Research Colloquium in Second Language Education, Master's Level), as well a research methods [RM] course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either their faculty advisor or thesis supervisor.

For the flexible-time Ph.D. program option, a minimum residency of four years of full-time registration is required at the beginning of the program, during which time, candidates are responsible for meeting deadlines to complete course requirements, the comprehensive examination, prepare a thesis proposal and form a thesis committee. Candidates may apply for part-time status after this four year residency.

Doctor of Education

NOTE: The Doctor of Education degree was discontinued in 2005 and is only available to students currently registered in the program.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE Program. Students are required to take CTL3801H - Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL3001H - Research Colloquium in Second Language Education, Master's Level) as well as a research methods [RM] course relevant to the topic of the thesis. Any of the following courses can fulfill this

requirement: CTL1018H, CTL1030H, CTL1041H, CTL1306H, CTL1810H, CTL1842H, CTL3019H, CTL3800H, CTL3803H, CTL3807H, AEC1400H, HDP1287H, HDP1288H, SES1905H.

A student wishing to propose an alternative course to fulfill one of the SLE course requirements will be required to obtain the approval of both the SLE Program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires a minimum of two consecutive sessions (i.e., one academic year) of full-time study at some point during the program of study.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE; in the Departments of Linguistics; Anthropology; or in language departments at the University.

Courses

The following is a list of courses offered within the Second Language Education Program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
Staff

CTL3001H Research Colloquium in Second Language Education: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Gagne, Staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the curriculum for exploring the nature of language: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, and its role in creating, sustaining, and enhancing power. The aim of the course is to consider (i) language awareness in first, second, and foreign language education; (ii) the special need for language awareness in L2 contexts; and (iii) the role of language awareness in teacher development.
R. Helms-Park, Staff

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
Staff

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. More precisely, this seminar focuses on discourse and discourse analysis, and their application to the field of second language education. We will review various trends in discourse analysis, such as pragmatics, ethnomethodology, conversational analysis, interactional analysis, critical discourse analysis, and we will pay special attention to their application to second language education. We will consider language and discourse from the perspective of political economy and the construction of identities. Special attention will also be paid to gender, gender performance and sexuality as identity constructs, as these are interrelated with language use and language acquisition.
Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a pour but d'explorer une conception élargie du langage et de la communication basée sur le discours et l'analyse du discours. Les interactions humaines et sociales s construisent en grande partie au moyen du discours, à travers

sa production, sa circulation, sa diffusion, sa légitimation, sa valorisation, sa consignation, sa mise en archives. Deux modes principaux permettent sa production : la parole et l'écrit. La parole inclut divers types d'activités, telles l'expression verbale, la conversation, l'interaction verbale, tandis que l'écrit suppose la production de textes de divers genres. Dans les sciences humaines et sociales, le discours constitue à la fois un mode d'accès à la connaissance et un contenu à étudier. En guise d'illustration, nous examinerons diverses applications de l'analyse de discours, en particulier lorsqu'il s'agit de comprendre la production discursive dans l'exercice d'activités de travail ou dans la construction de l'identité collective en contexte pluraliste.
N. Labrie

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J.P. Cummins

CTL3010H Second-Language Learning

This course examines theories and research in second anguage (L2) acquisition, including cognitive, linguistic, ocial, biological and affective variables that account for elative success in L2 learning. The role of instruction in L2 earning is also discussed.
N. Spada

TL3011H Bilinguisme et éducation

Ce cours a pour but de familiariser les étudiants avec les héories sur le bilinguisme et avec les méthodes de recherche ui ont été développées pour en traiter, de façon à pouvoir rendre en compte ces connaissances dans la recherche, enseignement ou le développement de matériel pédagogique, ue ce soit en milieu bilingue ou plurilingue, ou en rapport vec l'enseignement des langues. Il porte plus particulièrement sur l'individu faisant l'acquisition ou ayant recours deux ou plusieurs langues. Il aborde également la question u bilinguisme sur le plan des interactions langagières au sein communautés linguistiques, comme la famille, la ville, ou monde du travail.
. Labrie

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
Staff

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming

CTL3013H Evaluation de la compétence langagière

"Ce cours fournit une introduction à cinq domaines de l'évaluation langagière des langues premières et secondes : la compréhension auditive, la compréhension de la lecture, l'interaction orale, l'expression écrite et la compétence langagière en général. À l'intérieur de chacun de ces domaines, les principaux instruments de mesure, l'usage approprié de ces instruments, et les questions clés sont étudiées. L'évaluation langagière en milieu minoritaire est un thème qui sera examiné plus particulièrement."
Staff

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
A. Cumming, J. Cummins

CTL3018H Language Planning and Policy

The study of language politics, language planning and policy-making is a relatively recent field focusing on how social groups, governments, and other bodies, are getting involved in language issues, such as language teaching. There are few countries in the world today where language does not give rise to political debates. The state is frequently involved in the way decisions are taken about the languages to be used and promoted in various domains of public life (e.g. education, justice, the media) and even about what "counts" as a language. This course aims at providing some understanding of works conducted in this field, the way in which they are developing and the problems they face. Methodologically, one way to look at such issues is by considering language politics as discourse. This course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for

students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.
N. Labrie

CTL3018H Politique et aménagement linguistique

Ce cours a pour objectif de mieux comprendre de quelle façon les interventions humaines sont réalisées sur les dynamiques linguistiques. Nous examinerons en particulier sur quelles bases idéologiques et politiques on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les pratiques langagières des acteurs sociaux. Idéalement, la politique linguistique devrait permettre à l'école une meilleure prise en compte du contexte qui lui est propre, de façon à harmoniser les rapports entre, d'une part, les langues de l'école, à savoir la langue d'enseignement et les langues secondes ou étrangères à enseigner (ou en d'autres termes la langue en tant que médium d'instruction et en tant que matière enseignée), et d'autre part, la réalité linguistique des élèves, incluant en premier lieu leur langue première pouvant correspondre aussi bien à la langue dominante, à une langue minoritaire, à une langue d'origine ou à une langue autochtone, et, en second lieu, leurs pratiques langagières axées autour du bilinguisme, de la dominance linguistique, de l'alternance et du mixage de codes.
N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education [RM]

The last thirty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).
S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
S. Lapkin

CTL3023H Sociolinguistique du français canadien

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflection sur ses implications pédagogiques.
N. Labrie

CTL3024H Second Language Teacher Education

In this course the many dimensions of second and foreign language teacher education will be explored. The course will focus on four main areas including 1) the foundations of second language teacher education, 2) initial teacher preparation, 3) in-service education and on-going professional development as well as 4) activities and procedures for second language teacher education.

Consideration will be given to the specific needs of different types of second language teachers working in either traditional or non-traditional learning environments with learners of different ages. The implications of responding to these diverse needs for second language teacher education will also be explored.
A. Gagné

CTL3797H Practicum in Second Language Education: Master's Level

An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academi work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, i a manner similar to an individual reading and research cours (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

CTL3798H Individual Reading and Research in Second Language Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. Whil course credit is not given for a thesis investigation proper, th study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography f the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one mont prior to the start of the academic term in which the course i to begin.
Staff

CTL3799H Special Topics in Second Language Program: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)
Staff

CTL3800H Second Language Classroom Research
The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M.K. Swain, or N. Spada

CTL3801H Research Colloquium in Second Language Education: Doctoral Level
This colloquium provides opportunities for students to learn about ongoing research in Second Language Education and to pursue the study of a research area of interest to them.
M.K. Swain, S. Lapkin

TL3803H Ethnographic Research in the Language isciplines
The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in irst or second language topics. Ethnographic research covers ll those methods of inquiry typically used in qualitative esearch, such as interviews, content analysis, focus groups, iscourse analysis, triangulation, questionnaires, observation udies, and case studies. It also covers the broad approaches o research that use these methods: classical ethnography, thnography of communication, and critical ethnography. articipants will be free to concentrate on methods that nterest them and to mix methods according to need.
taff

TL3805H Aspects of Second-Language Acquisition
his course provides an in-depth examination of research on ecific aspects of second-language acquisition and explores e relevance of this research for second-language teaching actice.
aff

TL3806H Sociocultural Theory and Second nguage Learning
his course will examine aspects of second language learning LL) from the perspective of a sociocultural theory of mind. y concepts from sociocultural theory, for example zone of oximal development (ZPD), scaffolding, private speech, d mediation will be considered as they relate to SLL. levant writings of Vygotsky, Leont'ev, Cole, Donato, ntolf, van Lier, Wertsch and others will be read in depth.
Swain

CTL3807H Processing Second Language Data [RM]
For thesis students (M.A., Ph.D., or Ed.D) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.
A. Cumming

CTL3808H The Role of Instruction in Second Language Learning
This course examines theory and research on the role of instruction in second language acquisition. The central issues to be addressed are the extent to which different types of instructional input and corrective feedback contribute to second language acquisition (SLA). The extent to which different language features and proficiency levels interact with instructional input is also examined alongside other learner and teacher variables.
N. Spada

CTL3809H Research Seminar in Sociocultural Theory and Second Language Learning
This course is an advanced seminar intended for students who are conducting second language learning research within a sociocultural theory (SCT) of mind framework. It will support students a) in developing their research ideas into a thesis proposal; b) in analyzing, coding and interpreting their data; c) in working through the conclusions and implications of the results of their research.
The topics covered will include: SCT and its (in)commensurability with other theories, dynamic assessment, identity, agency, inner speech, private speech, play, classroom-based research, collaborative dialogue, genetic analysis, mediation, internalization, ZPD, etc.
M. Swain

CTL3997H Practicum in Second Language Education: Doctoral Level
An individualized course linking research and theory in SLE with practical fieldwork supervised by a professor. Credit is not given for the fieldwork per se, but rather for the academic work related to it. Academic assignments related to the field work are established collaboratively between the student and professor supervising the course, and evaluated accordingly, in a manner similar to an individual reading and research course (e.g., CTL 3998H). A student wishing to propose a Practicum course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.
Staff

CTL3998H Individual Reading and Research in Second Language Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to propose an Individual Reading and Research course must prepare a rationale, syllabus, and bibliography for the course, and obtain the written approval of a supervising professor and of the graduate coordinator in SLE one month prior to the start of the academic term in which the course is to begin.

Staff

CTL3999H Special Topics in Second Language Education: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)

Staff

JCT2001H Using Classroom Assessment to Enhance Student Learning

This course will focus on theory, research and practice connecting classroom assessment to student learning. It will include 1) understanding a variety of classroom assessment strategies; 2) identify learning expectations and indicators; 3) matching assessment to expectations; 4) assessing students' work and 5) using feedback strategies for learning.

R. Childs

JCT2800H Advanced Proseminar in Educational Evaluation, Measurement and Policy Analysis

This course will survey the foundational concepts in evaluation, measurement and policy analysis, with special attention to their application in educational and other social organizations. It will focus on theory and research, with in-depth study of current policy cases as examples. Students with an interest in areas such as provincial assessment programs, investigating the success of equity or social initiatives, school district research or evaluation training programs should find this course particularly applicable. This is a joint offering with participation of faculty from both the Measurement and Evaluation Program (M&E) in CTL and the Educational Administration (Ed Admin) Program in TPS.

R. Wolfe

JHC1251H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée au lien entre ces différences culturelles, le rendement académique, le développement linguistique des élèves en situation multilingue/multiculturelle et les notion de pouvoir et d'inégalité. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation francophone.

M. Heller

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

M. Heller

Teacher Development Program

NOTE: This program is discontinued and is no longer accepting new applicants.

Program Coordinator and Head

J. Miller

Core Faculty

M. Beattie, C. Beck, B. Bennett, E. Campbell, C. Conle, K. Cooper, G. Feuerverger, B. Kilbourn, M. Kooy, S. Niyozov, D. Thiessen

ssociated Faculty

C. Beck, M. Connelly, P. Diamond, L. Hannay

n September 2005, the Curriculum Studies and Teacher evelopment Program assumed responsibility for offering range of courses in teacher development. Students nterested in this area of research should apply to the urriculum Studies and Teacher Development Program. tudents currently registered in Teacher Development will ontinue to take their courses, although these will now be ffered through the Curriculum Studies and Teacher evelopment Program. The Centre for Teacher evelopment will continue to support teacher evelopment research through the faculty and students sociated with it.

udies in Teacher Development focus on the personal, llaborative and organizational experiences of teachers roughout their careers. Areas of interest are: teacher owledge, teacher identity, teacher beliefs and practices, acher inquiry, or teacher learning; classroom and school provement, teacher leadership, preservice and inservice ucation, or teacher politics; holistic approaches to aching and teacher development; and equity and gender atters in teaching, cultural dimensions of teachers' lives, the changing social and political context of teachers in ciety. The Centre for Teacher Development examines owledge and supports research related to each of these as.

aster of Education

is degree is designed for practicing educators who wish apply knowledge and skills in teacher development to improvement of educational practice.

The M.Ed. program of study consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Master of Arts

This degree is designed to provide academic study and research training related to teacher development. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. rather than an M.Ed. degree program.

The M.A. program of study may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must normally be completed within five calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Doctor of Education

The Ed.D. program of study normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program of study includes a minimum of one year of full-time study, but, may be initiated on a full-time or part-time basis.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27.)

Doctor of Philosophy

The Ph.D. program of study normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. degree is offered on a full-time basis only; full-time registration is mandatory until all degree requirements have been completed.

NOTE: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation and ethical review. All requirements for the degree must be completed within six calendar years from first enrollment. (See the Minimum Admission and Degree Requirements section for degree requirements, pages 21 - 27)

Courses

NOTE: As a result of the merger of the Teacher Development Program and the Curriculum Program, Teacher Development courses have been renumbered as CTL1000-level courses and are now being offered through the CTL Curriculum Studies and Teacher Development Program (pages 68 – 84).

Collaborative Graduate Degree Programs

The department of Curriculum, Teaching and Learning participates in the following Collaborative Graduate Degree Programs.

- Comparative, International and Development Education (CIDE)
- Graduate Collaborative Program in Women's Studies (GCWS)
- Knowledge Media Design (KMD)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this ***Bulletin*** (pages 170 - 178) and the ***School of Graduate Studies Calendar***.

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
oseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Sylvia Macrae, Program Advisor
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating CTL Faculty:
K. Bickmore, J.P. Farrell, G. Feuerverger, A. Cumming and . Niyozov

The Collaborative Program in Comparative, International nd Development Education (CIDE) is jointly offered at he M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of the Adult Education and Counselling sychology; Curriculum, Teaching and Learning; Sociology nd Equity Studies in Education; and Theory and Policy tudies in Education. Students enrolled in any of the four ollaborating departments receive a notation on their ranscript identifying their specialization in Comparative, nternational and Development Education.

The CIDE program will be of interest to students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 173 - 175 of this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>**. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the **School of Graduate Studies Calendar**.

Courses

The following is a list of courses offered by the department of Curriculum, Teaching and Learning that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Graduate Degree Programs** section of this ***Bulletin*** (pages 173 - 175). Full descriptions for the following seven courses can be found earlier in the CTL section.

CTL1037H	Comparative and Cross-Cultural Perspectives
CTL1060H	Education and Social Development
CTL1312H	Democratic Citizenship Education
CTL1316H	Global Education: Theory and Practice
CTL1318H	Teaching Conflict and Conflict Resolution
CTL1863H	Controversial Issues in Development Education
CTL1864H	Methodologies for Comparing Educational Systems [RM]
CTL3008H	Critical Pedagogy, Language and Cultural Diversity
CTL3015H	Seminar in Second Language Literacy Education
CTL3018H	Language, Policy and Planning

Graduate Collaborative Program in Women's Studies (GCWS)

The Department of Curriculum, Teaching and Learning is one of 25 University of Toronto departments which participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The Program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications.

Courses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1309H	Les stereotypes sexuels dans les programmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H	Democratic Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology
CTL1861H	Critical Ethnography [RM]
CTL1999H	Special Topics in Curriculum: Doctoral Level: Queer Theories, Bodies and Curriculum

All programs of study should be planned in consultation with Tara Goldstein, program advisor in the CTL Department, and with the GCWS Coordinator of Graduate Studies. Further information is also available on page 178 and from the ***School of Graduate Studies Calendar.***

Further information is available from:

Tara Goldstein
252 Bloor Street West,
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 7881
E-mail: tgoldstein@oise.utoronto.ca
Website: **http://www.utoronto.ca/iwsgs/**

Graduate Collaborative Program in Knowledge Media Design (KMD)

Director: Andrew Clement
Coordinator: Barbara Soren
Administrative Assistant: Christina Parker
Location: Bahen Centre for Information Technology, 40 St. George St., 7th Floor
Telephone: 416-978-KMDI
Email: Info@kmdi.utoronto.ca
Website: **kmdi.utoronto.ca**

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and Second Language Education program participates in the Knowledge Media Design (KMD) Collaborative Program.

The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMD challenges both the technological utopians and dystopians with a vision that is constructively critical and seeks to be a catalyst for collaborative endeavours and cross-disciplinary research.

KMD provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the KMDI Director. (See KMDI address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE departmental Liaison Officer
- The KMD Collaborative Program Office

Human Development and Applied Psychology (HDAP)

The Department of Human Development and Applied Psychology offers graduate degrees in three programs that focus, in various ways, on human development and well-being in the period from infancy and early childhood through the school years to adolescence and adulthood. Our mission is to develop skilled and thoughtful researchers and professionals, who will expand knowledge about human development and improve practice in key areas, particularly teaching and school and clinical child psychology.

We currently offer the following:

Child Study and Education (M.A.)
Based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teacher's Certificate of Qualification and an M.A.

Developmental Psychology and Education (M.A., M.Ed., Ph.D. and Ed.D.)
The M.A. and Ph.D. degree programs are designed for students who wish to pursue an academic or research-based career. The M.Ed. and Ed.D. are designed for the reflective teacher or other practitioner in education or related fields.

- **Developmental Science (M.A., Ph.D.)**
  This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

- **Neuroscience (M.A., Ph.D.)**
  This Collaborative Program is an additional option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

School and Clinical Child Psychology (M.A. and Ph.D.)
A program intended to fulfill the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled ***Department of Human Development and Applied Psychology Program Guidelines***. Students are expected to consult the Program Guidelines for specific policies governing thei programs. Copies of the Program Guidelines are available in the department.

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca
Website: hdap.oise.utoronto.ca

For registration information, contact:
Christine Fung, Liaison Officer
Registrar's Office, Graduate Studies Registration Unit
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

Academic Information

Child Study and Education
Elizabeth Rentzelos
Telephone: 416-934-4525
E-mail: ics.info@oise.utoronto.ca

Developmental Psychology and Education
Marisa Freire
Telephone: 416-923-6641 ext. 2422
E-mail: mafreire@oise.utoronto.ca

Developmental Science Collaborative Program and Neuroscience Collaborative Program
Marc Lewis
Telephone: 416-923-6641 ext. 2443
E-mail: mlewis@oise.utoronto.ca

School and Clinical Child Psychology
Diana Robinson
Telephone: 416-923-6641 ext. 2414
E-mail: jdrobinson@oise.utoronto.ca

Programs and Admissions Coordinator
Nancy Smart
Telephone: 416-923-6641 ext. 2324
E-mail: nsmart@oise.utoronto.ca

Chair of the Department

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; metalinguistics; early childhood/ kindergarten education; socio-cultural context of development)

Associate Chair of the Department

Michele Peterson-Badali, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Centre of Criminology
(youth justice policy; youth offenders; children's rights; competence in legal and medical domains; informed consent)

Faculty

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

Xi Chen-Bumgardner, Ph.D. (Illinois)
Assistant Professor
(children's literacy development; learning to read in first and second language; bilingual and biliteracy development; learning to read Chinese; cross-cultural studies of literacy)

Ruth Childs, Ph.D. (North Carolina)
Associate Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Carl Corter, Ph.D. (North Carolina)
Professor and The Atkinson Charitable Foundation Chair n Early Child Development and Education
(kindergarten education; parenting; sibling and family relationships; infant development)

oseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teacher and staff training)

Michel Ferrari, Ph.D. (UQAM)
Associate Professor and Head of Centre for Applied Cognitive Science
development of academic excellence in the self; domain-xpertise; professional ethics; conceptual change; evolution and heory of mind)

Esther Geva, Ph.D. (Toronto)
Professor
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Guanglei Hong, Ph.D. (Michigan)
Assistant Professor
(causal inference; multi-level modeling; longitudinal data analysis; educational policy and program evaluation; instructional effectiveness)

Jenny Jenkins, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Steven Katz, Ph.D. (Toronto)
Senior Lecturer
(teacher education; evidence-informed decision-making; networked learning communities; classroom assessment; teacher belief)

Kang Lee, Ph.D. (New Brunswick)
Professor and Director, Institute of Child Study
(lying in children and adults; face and gaze processing; cognitive-social development; cross-cultural psychology)

Marc Lewis, Ph.D. (Toronto)
Professor
(personality development; emotional development; cognition/emotion interactions in development; dynamic systems approaches; emotional neurobiology)

Nancy Link, Ph.D. (Toronto)
Senior Lecturer, Clinical Director, School and Clinical Child Psychology Program
(personality assessment; emotional development)

Rhonda Martinussen, Ph.D (Toronto)
Assistant Professor
(attention deficit-hyperactivity disorder; learning disabilities; working memory; executive functions; adaptive instruction)

Hazel McBride, Ph.D (Toronto)
Senior Lecturer
(special education; teacher training; adolescent suicide; school violence)

Joan Moss, Ph.D. (Toronto)
Assistant Professor
(children's mathematical development; cognitive development; teaching and learning mathematics - elementary)

Janette Pelletier, Ph.D. (Toronto)
Associate Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michal Perlman, Ph.D. (Waterloo)
Assistant Professor
(environmental factors influencing preschool children's social development; cognitive and emotional school readiness; the impact of neighbourhoods on children; family law)

Joan Peskin, Ph.D. (Toronto)
Assistant Professor
(children's theory of mind; expertise in literary reading; cognition and instruction)

Katreena Scott, Ph.D. (Western)
Assistant Professor
(family violence; transmission of violent behaviours; change through treatment; measurement of abuse)

Rosemary Tannock, Ph.D. (Toronto)
Professor
(attention-deficit/hyperactivity disorder; learning disabilities; language disorders; working memory; time perception; executive function; educational intervention; adaptive instruction; special education)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Richard Wolfe, (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor; cross-appointed to the Department of Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

Associated Faculty

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Centre for Addiction and Mental Health

Judith Bernhard, Ph.D. (Toronto)
Professor, Ryerson University

Jane Bertrand, M.Ed. (Toronto)
Executive Director, Atkinson Centre for Society and Chilc Development, OISE

Jessica Brian, Ph.D. (York)
Co-Director, Autism Research Unit, Hospital for Sick Children

Alister Cumming, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE

Judith Friedland, Ph.D. (Toronto)
Professor, Department of Occupational Therapy, University of Toronto

Martha Friendly, Ph.D. (Connecticut)
Coordinator, Childcare Resource and Research Unit and Senior Research Associate, Centre for Urban and Community Studies, University of Toronto

Joan Grusec, Ph.D. (Stanford)
Professor, Department of Psychology, University of Toronto

Charles Helwig, Ph.D. (University of California at Berkeley)
Associate Professor, Department of Psychology, University of Toronto

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor

Anne Jordan, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE

Daniel Keating, Ph.D. (Johns Hopkins)
Professor, University of Michigan

Sherri MacKay, Ph.D. (Toronto)
Assistant Professor, Department of Psychiatry, University of Toronto

Katharina Manassis, M.D. (Toronto)
Associate Professor, Department of Psychiatry, University of Toronto

Solveiga Miezitis, Ph.D. (Toronto)
Professor, Department of Adult Education and Counselling Psychology, OISE

Chris Moore, Ph.D. (Cambridge)
Professor, Dalhousie University

Joanne Rovet, Ph.D. (Toronto)
Professor, Department of Pediatrics, University of Toronto

Marlene Scardamalia, Ph.D. (Toronto)
Professor, Department of Curriculum, Teaching and Learning, OISE

Russell Schachar, Ph.D. (Toronto)
Professor, Department of Psychiatry; University of Toronto; Senior Scientist, Research Institute, Hospital for Sick Children

Glenn Schellenberg, Ph.D. (Cornell)
Associate Professor, Department of Psychology, University of Toronto at Mississauga

Mark Schmuckler, Ph.D. (Cornell)
Professor, Department of Psychology, University of Toronto at Scarborough

Keith Stanovich, Ph.D. (Michigan)
Professor, status only, Department of Human Development and Applied Psychology, OISE

Anthony Toneatto, Ph.D. (McGill)
Assistant Professor, Department of Public Health Sciences and Department of Psychiatry, University of Toronto

Sandra Trehub, Ph.D. (McGill)
Professor, Department of Psychology, University of Toronto at Mississauga

James Worling, Ph.D. (Toronto)
Consultant Psychologist

Philip D. Zelazo, Ph.D. (Yale)
Associate Professor, Department of Psychology, University of Toronto

Kenneth Zucker, Ph.D. (Toronto)
Professor, Department of Psychology, University of Toronto

Adjunct Clinical Supervisors

(School and Clinical Child Psychology Program)

anice Baker, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Peel District School Board

David Benner, Ph.D. (York)
Chief Psychologist, Child and Adolescent Services (Hamilton)

Art Caspary, Ph.D. (Waterloo)
Head, Psychology Department, Hincks-Dellcrest Centre (Jarvis Site)

Minakshi Grajjar, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Toronto District School Board

Lynne Hoevenaars, Dip.C.S. (Toronto)
Psychoeducational Consultant, York Catholic District School Board

Margaret James, MA. (Auckland)
Psychoeducational Consultant, Toronto District School Board

Maria Kokai, Ph.D (Budapest)
Chief Psychologist, Toronto Catholic District School Board

Ken Kwan, Ph.D. (Toronto)
Clinical Director, Markham Stouffville Family Life Centre

Karen MacLeod, Ph.D. (Waterloo)
Psychologist
Lutherwood Mental Health Services

Fran Mastovas, Dip.C.S. (Toronto)
Psychoeducational Consultant
Toronto Catholic District School Board

Ann McCoy, M.A. (A.I.C. Springfield)
Psychoeducational Consultant, Toronto Catholic District School Board

Nozomi Minowa, Psy.D. (Massachusetts School of Professional Psychology)
Psychologist, Surrey Place Centre

Michelle Neufeld, Ph.D. (Toronto)
Psychologist, Trillium Health Centre

Susannah Power, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Toronto Catholic District School Board

David Schwartzbein, Ph.D. (York)
Psychologist/Psychoeducational Consultant, Toronto District School Board

Lorna Sugar, Ph.D. (York)
Psychologist, Lakeridge Health Oshawa

Christine Wasson, Ph.D. (Toronto)
Psychologist/Psychoeducational Consultant, Toronto District School Board

Steve Webne, Ph.D. (Auburn)
Psychologist, Shoniker Centre

Pamela Wilansky-Traynor, Ph.D. (York)
Psychologist, Centre for Addiction and Mental Health

Ken Zucker, Ph.D. (Toronto)
Psychologist-in-Chief, Centre for Addiction & Mental Health

Debby Zweig, Ph.D. (Minnesota)
Coordinator, Child and Family Services, York Central Hospital

Child Study and Education Practicum Coordinator

Ronna Kluger, M.Ed. (Boston)

Laboratory School Staff

(based at the Institute of Child Study)

E. Morley, B.A., Dip. C.S. (Toronto), Principal, ICS Laboratory

D. Bloom, B.Sc. (Western), B.Ed. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
B. Crook, B.Ed. (Queen's) (On Leave)
Z. Donoahue, B.A., Dip. C.S. (Toronto)
C. Durand, Dip. Art, F.T. Cert. (Toronto)
K. Goorevich, B.Sc. (Vermont), M.A. (Buffalo)
C. Halewood, E.C.E., B.A., B.Ed. (Toronto)
R. Herson, B.F.A. (York)
J. Kimel, M.A. (Toronto)
N. L'Esperance, M.A. (Toronto)
H. Lott, B.Sc. (Toronto), M.A. (Toronto)
R. Messina, B.A., B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)
P. Muzumdar, B.A. (New Delhi), M.A. (Toronto)
B. Peebles, B.A. (Toronto), M.A. (Toronto)
A. Randall, B.A. (Western), M.A. (Toronto)
K. Raun, B.A., M.A. (Toronto)
S. Schwenger, B.A., M.Ed., M.S.W. (Toronto)
R. Shaw, B.A., Dip. C.S. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
R. Stevens, B.A. (Western), B.Ed. (Queen's), M.A. (Toronto) (On Leave)

University Professor Emeritus

David R. Olson, Ph.D. (Alberta)

Professors Emeriti

Andrew Biemiller, Ph.D. (Cornell)
Carl Bereiter, Ph.D. (Wisconsin)
Betty Flint, M.A. Dip. C.S. (Toronto)
Jennifer Hardacre, Ed.D. (Nova)
Carol Musselman, Ph.D. (Michigan)
Keith Oatley, Ph.D. (London)
Denis Shackel, Ph.D. (Toronto)
Conchita Tan-Willman, Ph.D. (Minnesota)

General Department Admission Information

See Program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in July, September, or January.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's Program Guidelines booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants should also include the name(s) of potential supervisor(s) whose research interests are similar to the research interests identified in their statement of intent. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 193 - 197.

Interdepartmental Research Area

The Nature and Development of Literacy

Arrangements are in place for students to focus on this research area which crosses departmental boundaries. See page 182 for further information.

Child Study and Education Program

Master of Arts

The Master of Arts in Child Study and Education Program is offered at the Institute of Child Study, a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School.

The philosophy of this Program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The Program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

The Program requires two years of full-time study leading to a Master of Arts degree. Graduates are recommended to the Ontario College of Teachers for an **Ontario Teacher's Certificate of Qualification**, which qualifies the holder to teach in the primary and junior divisions of Ontario schools.

Admission Requirements

Admission to the two-year M.A. requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to an appropriate University of Toronto **mid-B or better** in the inal year. Applicants are also required to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

Applicants should include the following information in addition to the standard application requirements:

1) a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis

2) a Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this Program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1) a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2) a photocopy of a certificate of change of name where applicable

NOTE: A criminal record report is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Degree Requirements

The two-year M.A. requires the successful completion of the equivalent of 16 half-courses, including practica. During their first year, students will complete four six-week half-day placements in: kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

First Year Courses

In addition to two elective half-courses, the following required courses are to be taken:

HDP2200	Child Study: Observation, Evaluation, Reporting, and Research
HDP2201	Childhood Education Seminar and Practicum
HDP2210	Introduction to Curriculum

NOTE: Students without undergraduate courses in child development must take HDP1201 (Child and Adolescent Development) as one of their electives.

Second Year Courses

Academic Term

In addition to one academic term elective half-course, the following required courses are to be taken:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics
HDP2230	Designing Educational Programs

Internship Term

In addition to one internship term elective half-course, the following required courses are to be taken:

HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2221	Advanced Teaching Practicum (full course)

In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

Students who wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course, offered by the Catholic Office of Religious Education, in addition to their regular electives. Students interested in this option should inform the Program secretary when they register.

Depending on their career goals, students may wish to select courses and placements to focus on particular areas:

Special Education

Students planning a career in special education may include a six-week placement in a special education setting in their first year of study. In their first or second year of study, they may elect HDP2280 (Introduction to Special Education and Adaptive Instruction); HDP2292 (Assessment for Instruction); or HDP2296 (Reading and Writing Difficulties).

Early Childhood

Students interested in kindergarten and early childhood programs may take their internship in an early years setting in their second year, in addition to the required six-week early years placement in their first year. They may also take electives in early childhood: HDP1211 (Psychological Foundations of Early Development and Education); HDP1259H (Child and Family Relationships).

Qualifying Research Paper

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP) normally under the supervision of a qualified faculty member at ICS. Students who plan to do the QRP must take HDP1209 (Research Methods and Thesis Preparation in Human Development and Applied Psychology) either during their first year of study or during the summer session following their first year. In their second year, students should register for an independent reading and research course with their QRP supervisor.

As it is difficult to complete the QRP requirement while focusing on Special Education or Early Childhood, courses may be taken in the Summer Session between the first and second years.

Students who have not studied statistics as undergraduates are expected to take HDP1287 (Introduction to Applied Statistics).

NOTE: Successful completion of a QRP does not guarantee acceptance to a doctoral degree program within HDAP. Students must submit an application for the doctoral degree program.

One-Year Degree Program

This degree program is offered only to students who already hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto and an Ontario Teachers' Certificate of Qualification. The one-year M.A. is intended to develop an academic-inquiry oriented approach to children and learning and to prepare students for further graduate study.

Degree Requirements

The one-year M.A. program requires successful completion of two required core courses plus six electives. At least four half-courses must be within HDAP. The program may be undertaken either on a part-time or full-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Mathematics and Science

Students interested in further graduate study are advised to include courses in research design, measurement, and statistics, and to undertake a Qualifying Research Paper (QRP) that includes empirical field work.

Developmental Psychology and Education Program

This Program will provide an opportunity for students to construct an overall perspective on developmental psychology and human development and their implications for practice with children in educational and other applied settings. Students take foundation courses in human development and research methodology. Elective courses cover a range of areas including cognitive, social and emotional development; cognition and instruction (language, literary and mathematics); special education and adaptive instruction; developmental neuroscience; advanced research methodology and evaluation; and early childhood policy and programs, including childcare. In consultation with their academic advisor, students select courses with a focus in one or more of the above areas.

Master of Arts

The M.A. degree program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the M.A. requires a preparation equivalent to an appropriate University of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, Occupational Therapy or other area relevant to their specific program of study, are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. In addition to the required etters of recommendation, applicants are requested to ubmit a second academic letter of recommendation.

Degree Requirements

The one-year M.A. is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis.

Required courses:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]
HDP1288	Intermediate Statistics and Research Design [RM]
HDP2252	Individual Reading and Research in HDAP: Master's Level

Students must take additional courses from the M.A. required courses listed in the Departmental Guidelines menu. Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent in addition to their six half-courses.

Master of Education

The M.Ed. degree program is designed primarily for students with teaching qualifications or other related experience, who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs and in settings with children or adults with disabilities. The program is intended to help students reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. degree program requires a preparation equivalent to an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better.** Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Degree Requirements

The M.Ed. program of study is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research [RM]

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent, as one of their ten half-courses.

Doctor of Philosophy

The Ph.D. degree program emphasizes knowledge in disciplines related to theory and research in the area of developmental psychology and education. It is designed for students who wish to pursue a career in university or community college teaching, and for careers that require advanced skills in research and evaluation. As an apprenticeship approach is taken, students are expected to become closely involved in the research of their supervisor.

Admission Requirements

Admission to the Ph.D. degree program requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Cognitive Science, Computer Science, Curriculum, Philosophy, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program. In addition to the required letters of recommendation, applicants are requested to submit a second academic letter of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of six half-courses, a comprehensive requirement and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year) are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

an intermediate or higher level statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

Students must take two additional courses from the Developmental Psychology and Education menu (see HDAP Program Guidelines) plus two electives. Menu choices as well as electives should be chosen in consultation with the faculty advisor.

Students who have an insufficient background in developmental psychology will be required to take HDP1201 (Child and Adolescent Development) or an equivalent course in addition to their six half-courses.

Doctor of Education

The Ed.D. degree program is designed primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. degree program requires a University of Toronto master's degree in Developmental Psychology and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other fields of specialization in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the degree program.

Degree Requirements

The Ed.D. is comprised of eight half-courses, an internship and a thesis. While students may begin the program of study on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program of study. It is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus

a statistics course. Please see the HDAP Program Guidelines for a list of approved courses.

It is recommended that students take HDP3200 near the beginning of their program of study and the statistics course when they are developing a thesis proposal. Students who have an insufficient background in human development will be required to take HDP1201 (Child and Adolescent Development) or an equivalent as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the faculty advisor.

Collaborative Programs

Developmental Science Collaborative Program

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the Department of Human Development and Applied Psychology and the Department of Psychology.

NOTE: This program is an option for M.A. and Ph.D. students admitted to the Developmental Psychology and Education program.

Master of Arts

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology. The usual admission standard is standing equivalent to a University of Toronto **A– or better**. Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register n the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate o both sets of requirements.

Degree Requirements

n addition to courses required by the home department, tudents enrolled in the Collaborative Program must take he following courses. Note that these courses may also erve as requirements or electives in one or both home departments.

Required Courses

JDS1233 Cognitive Development and Applications
JDS1249 Social-emotional Development and Applications

Doctor of Philosophy

Admissions Requirements

Candidates must be admitted by one of the participating departments and then apply to be admitted to the Collaborative Program. Admission to the Ph.D. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology and a master's degree in either Psychology or Developmental Psychology and Education with standing equivalent to a University of Toronto **A– or better** (in the master's degree). Students apply to work with Collaborative Program members as their advisors, with the goal of thesis supervision or other research supervision. Students register in the home department and select a course of study that satisfies the requirements of their departmental program as well as the requirements of the Collaborative Program. The student's advisor, as a member of the Collaborative Program, provides counselling and supervision appropriate to both sets of requirements.

Required Courses

JDS3000 Advanced Methods in Developmental Science [RM]

NOTE: All students will also be required to attend a Developmental Science colloquium series.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their home department.

Collaborative Program in Neuroscience

The Program in Neuroscience (PIN) offers the M.A. and Ph.D. degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology. For more detailed information about this and other OISE collaborative programs, see pages 170 - 178 of this ***Bulletin***.

School and Clinical Child Psychology Program (SCCP)

The School and Clinical Child Psychology (SCCP) Program is accredited by the American Psychological Association. The Program provides theoretical, research and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The Program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families.

The SCCP Program at OISE is guided by an understanding of the child based on four core factors.

First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them.

Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development.

Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development.

Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP Program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP Program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of developmental psychology and education.

The intent of the SCCP Program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program of study, students are required to undertake practica in both school and clinical child settings. We recommend that the master's practicum be done in the school system and the doctoral practicum in a clinical child setting.

Master of Arts

The M.A. degree program in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic. In the second year, students have a practicum experience of a minimum of 250 hours.

Admissions Requirements

Admission to the M.A. requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent. The psychology component of the four year degree is defined as a minimum of six full courses (or equivalent) in psychology, including:

- three full courses (or equivalent) in psychology at the senior level (third or fourth year)
- one full course (or equivalent) in research methods/ statistics

The usual admission standard is standing equivalent to a University of Toronto **A- or better**. Most applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit in addition to the two required academic letters of recommendation, a letter from an applied setting.

Degree Requirements

The M.A. program of study is comprised of 10 half-courses and a thesis, and is normally undertaken on a full-time basis over a two-year period.

Required courses to be taken in the first year, are:

HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology

HDP1220	Introduction to School and Clinical Child Psychology
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses to be taken in the second year, are:

HDP1218	Seminar and Practicum in Assessment
HDP1236	Developmental Psychopathology

Required course to be taken in the first or second year is:

HDP1288	Intermediate Statistics and Research Design

In consultation with their advisors, students are also **required** to take one of the following courses on cognitive/affective bases of behaviour:

JDS1233	Cognitive Development and Applications
HDP1299	Language Acquisition and Development

For students who have not taken a previous child development course in their undergraduate degree program, HDP1201 (Child and Adolescent Development) must be taken in addition to the other requirements. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate degree program, HDP1287 (Introduction to Applied Statistics [RM]) must be taken in addition to the other requirements. Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

Doctor of Philosophy

Like the M.A. above, the Ph.D. degree program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of the Ph.D. would assume positions of greater professional and administrative responsibility than would graduates of the M.A.. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. is intended to meet the academic requirements for registration as a Psychologist.

Admission Requirements

Admission to the Ph.D. requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent, and an OISE M.A. in School and Clinical Child Psychology or its equivalent. The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the M.A. was not equivalent to the OISE M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

NOTE: Although students in the M.A. in SCCP are given priority over other applicants when applying to the Ph.D., continuation from the M.A. to the Ph.D. is not automatic. Demonstration of a high level of competence and commitment is required.
Applicants are required to submit two academic and one professional letters of recommendation.

Degree Requirements

The Ph.D. program of study is comprised of ten half-courses (including a Doctoral practicum course and a 1600 hour internship), a comprehensive examination and a doctoral dissertation, and must be undertaken on a full-time basis. Students are expected to:

- complete the comprehensive examination by the end of their required period of full-time study
- receive approval for their thesis proposal from their thesis committee prior to beginning their internship
- consult the Clinical Director of the School and Clinical Child Psychology Program to arrange their practicum placement and internships.

Students are expected to obtain either APA or CPA accredited internships. To fulfill this requirement, students should anticipate that they will be required to move to a different location for their internship year.

Students should refer to the ***Practicum and Internship Policy and Placement Handbook*** for a description of the evaluation processes and criteria for practicum and/or internship placements.

To complete the Ph.D. program of study, students must undertake one of their practicum placements in a school setting and one in a clinical setting.

Required courses:

HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP3200	Research Proseminar on Human Development and Applied Psychology
HDP3241	Seminar and Practicum in Assessment and Intervention with Children
HDP3242	Internship in School and Clinical Child Psychology

Normally, HDP1222 and HDP3200 are taken in the first year of the Ph.D., HDP3241 in the second year of the Ph.D., and HDP3242 in the final year of the Ph.D.
plus
one course from each of the following menus (see the Program Guidelines for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Bases of Behaviour
- Biological Bases of Behaviour

NOTE: Students are also encouraged to take an advanced level Statistics Course

In addition to these requirements, students who have not had an advanced undergraduate or graduate course on history and systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology) or an equivalent offered in the psychology department at the University of Toronto. Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduate level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's degree program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as Psychologists and Psychological Associates in Ontario. The M.A. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychological Associate. The Ph.D. in School and Clinical Child Psychology is designed to meet the academic requirements for registration as a Psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

Further information is available from:

The Registrar
College of Psychologists of Ontario
110 Eglinton Avenue West, Suite 500
Toronto, Ontario M4R 1A3
Telephone: 416-961-8817
Telephone: 1-800-489-8388
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca

Courses

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the Course Schedule for currently scheduled courses.

A course is identified with this department when the prefix is HDP.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
Staff

HDP1201H Child and Adolescent Development

This course addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered. Clinical and/or educational issues may be covered in some sections of this course.
K. Lee and Staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology [RM]

This course reviews foundational skills necessary for the successful completion of the MA thesis. The primary goals will be to develop: the ability to draw valid conclusions from quantitative evidence; the ability to critique published research articles; the ability to conduct a well designed piece of research; the ability to write up that research in a format appropriate for a journal article or thesis. The course deals with research methods, the conceptual foundations of statistics, and the preparation of a thesis/research report. The aim is to try to integrate these three things (research methods, the interpretation of statistics, and thesis/journal article preparation).
Staff

HDP1211H Psychological Foundations of Early Development and Education

This course examines research on the psychological foundations of early childhood and relates those foundations to practice in the preschool and primary years. Early education is considered in relation to program factors such as teachers' beliefs and curriculum areas, to child and family factors such as temperament and attachment, and to social factors such as childcare experience and community. Young children's physical, cognitive, communicative, social and emotional development are explored as contributors to and as consequences of early learning experiences.
J. Pelletier and Staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles of psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-IV, WPPSI-III, WAIS-III, WIAT-II, K-TEA, WJ-III, WRAT-3) which are evaluated through review of completed test protocols and videotaped test administrations.

Prerequisite: This course is limited to students in the School and Clinical Child Psychology program and is a pre-requisite for course HDP 1216.

M. Peterson-Badali, K. Scott and J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.

Prerequisite: This course is limited to students in the School and Clinical Child Psychology program who have completed course HDP1215.

M. Peterson-Badali, N. Link, K. Scott and J. Wiener

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in clinical, educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour.

Topics will include assessment of maintaining variables, eaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.

. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and monitors the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to differential diagnosis and clinical practice.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.

Prerequisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.

N. Link

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Professional Conduct, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and diversity issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practiced with a variety of case examples in the context of small- and large-group discussion.

M. Peterson-Badali

HDP1220H Introduction to School and Clinical Child Psychology

This course is intended to provide students in School and Clinical Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.

NOTE: Open to School and Clinical Child Psychology students only, and ordinarily taken in the first MA year.

J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.

NOTE: Targeted to School and Clinical Child Psychology students; others by permission of instructor.

K. Scott and J. Jenkins

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.

Staff

HDP1236H Developmental Psychopathology

The aim of this course is to provide students with a basic understanding of child and adult psychopathology. In order to do this we will look at normative patterns in personality, behavior and emotions. We will treat the work in the epidemiology of childhood and adult disorders as central to our understanding of these disorders, and discuss the methodological issues involved in this type of approach that make it so useful to understanding etiology, course, treatment and prognosis. The diversity of functioning in the emotional and behavioral realm will be reviewed in order to understand issues of abnormal or pathological development. The way in which the social and cultural context interacts with genetic and constitutional aspects of the individual will also be considered. This will give us the basis for examining some of the most common disorders and understanding the dynamics of these disorders during childhood and into adulthood.

J. Jenkins

HDP1237H Development and Learning

This course will cover theories and models of development that are relevant to how people learn. Research in cognitive science that has contributed to our understanding of learning will be reviewed and discussed, and student projects will help consolidate and extend these ideas. The course also examines motivation to learn, the development of higher order thinking, and communities of learning, both in terms of social and cultural contexts.

J. Peskin

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

HDP1241H Outcomes of Early Education and Child Care

Does early childhood education make a difference? Are "day care kids" different from those cared for at home? If there are differences, what are they? For whom are those differences, if any, meaningful? Are those differences, if any, lasting? How do we know? And, who cares? This course will explore these issues; we will examine a variety of early childhood programs, historical and contemporary, and the research and evaluation studies related to them. Students will select and critique a published evaluation study on aspects of early education/care, and design their own evaluative study of an element of an early education/care program of personal interest. ("Early childhood" = up to 9 or 10 years of age.)

Staff

HDP1256H Child Abuse: Intervention and Prevention

An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

K. Scott and R. Volpe

HDP1259H Child and Family Relationships - Implications for Education

This course examines the connections between family systems and the educational system. Family-service connections with childcare and other services are also considered, with emphasis on early childhood. Particular attention is paid to the literature on parent-community involvement in education and related program and policy matters.

C. Corter and Staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, special education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.

NOTE: This is not intended as a law course, but to acquaint psychology and education practitioners with relevant legal issues.

M. Peterson-Badali

HDP1265H Social and Personality Development

This course deals with current issues and research in particular areas of social and personality development. The focus of the course will vary from year to year and will include identity and personality formation, emotional influences on development, and moral development. As well

as examining current research, we will consider the implications of this research for the contexts in which children are socialized and the developmental outcomes that result from different kinds of experience.
M.L. Arnold, R. Volpe and M. Lewis

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
Staff

HDP1279H Preventative Interventions for Children at Risk

This course examines evidenced based efforts to prevent problems that place children and youth at risk. Focus will be on ways of reducing risk and increasing protective factors. Coverage includes interventions that effectively deal with health, social, and educational issues impacting well being and life chances. Poverty, chronic illness, and intentional and unintentional injury are some of the areas surveyed.
R. Volpe and Staff

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics of children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
NOTE: This course is intended primarily for Child Study and Education students and M.Ed. students with an interest in adaptive instruction and special education. Others must seek the permission of the instructor to register.
. Jenkins and Staff

HDP1285H Psychology and Education of Children and Adolescents with Learning Disabilities

Psychological and educational characteristics of children and dolescents with learning disabilities and ADHD with an mphasis on the constitutional and environmental factors that ontribute to these disabilities and enable optimal unctioning. Emphasis is placed on the concept of learning isability and on the educational implications of the research terature in the field.
NOTE: This course is intended primarily for Child Study and Education students, School and Clinical Child Psychology tudents and M.Ed. students with an interest in adaptive nstruction and special education.
Wiener

HDP1287H Introduction to Applied Statistics [RM]

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in education and social sciences. The course covers univariate and bivariate descriptive statistics; an introduction to sampling, experimental design and statistical inference; contingency tables and Chi-square; t-test, analysis of variance, and regression. Students will learn to use SPSS software. At the end of the course, students should be able to define and use the descriptive and inferential statistics taught in this course to analyze real data and to interpret the analytical results.
NOTE: Students who have previously taken CTL2004 are prohibited from taking this course.
R. Childs, G. Hong, R.G. Wolfe, or Staff

HDP1288H Intermediate Statistics and Research Design [RM]

Survey sampling, experimental design, and power analysis; analysis of variance for one-way and multi-way data with fixed, mixed, and random effects models; linear and multiple regression; multiple correlation; analysis of covariance.
NOTE: This course is intended primarily for OISE students. Others must seek the permission of the instructor to register. Students who have previously taken CTL2808 are prohibited from taking this course.
Prerequisite: HDP1287 or equivalent.
R. Childs, G. Hong, R.G. Wolfe, or Staff

HDP1289H Multivariate Analysis with Applications [RM]

Multistage, stratified sampling, multi-factor experimental designs, and multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, logistic regression and log-linear analysis are discussed with application to research design and data analysis.
NOTE: Students who have previously taken CTL2809 are prohibited from taking this course.
Prerequisite: HDP1288 or equivalent.
R.G. Wolfe

HDP1291H Causal Inference and Structural Equation Modeling [RM]

This course is designed for graduate students from social sciences and education departments. Path Analysis uses simultaneous equations to represent causal relationships. Structural Equation Modeling (SEM), also called Causal Modeling or LISREL, adds to this approach a strategy for modeling measurement errors. Although the primary goals were to detect or evaluate causality and, in the meantime, to account for measurement error in observations, more often than not, the estimated relationships are correlational rather than causal. This course introduces Rubin's causal model that sheds new light on SEM-type questions. A major emphasis will be placed on conceptualizing causal problems, comparing alternative research designs, and identifying the assumptions under which path coefficients are causal effects. In addition to learning the standard SEM techniques including path analysis, confirmatory factor analysis, and general structural

equation modeling, students will be introduced to causal inference theories and techniques including propensity score matching and stratification, inverse-probability-of treatment weighting (IPTW), selection models, and the instrumental variable (IV) method. The course is aimed at equipping students with preliminary knowledge and skills necessary for appraising and/or conducting empirical research about causality.
NOTE: Students who have previously taken CTL2011 are prohibited from taking this course.
Prerequisite: HDP1288 or equivalent.
G. Hong

HDP1292H Test Theory [RM]

Introduction to the theory and practice of educational and psychological measurement. Topics include test development, classical test theory and item response theory, with applications to norm-referenced and criterion-referenced standardized achievement tests, group intelligence and aptitude tests, attitude and self-report scales, personality tests, performance assessments, questionnaires, and interview protocols.
NOTE: Students who have previously taken CTL2801 are prohibited from taking this course.
Prerequisite: HDP1287 or equivalent.
R. Childs

HDP1293H Applied Research Design and Data Analysis [RM]

This seminar is intended primarily for doctoral students. There are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in research design and data analysis, e.g. balanced incomplete block experimental designs, replicated survey designs, exploratory analysis, general linear models, optimal and multidimensional scaling, data visualization, and computerized research design, data analysis, and graphical methods and tools.
NOTE: Students who have previously taken CTL2807 are prohibited from taking this course.
Prerequisite: HDP1288 or permission of the instructor.
R. Childs

HDP1299H Language Acquisition and Development

This course provides a comprehensive overview of language acquisition and development from before birth to adolescence.
Topics covered include speech perception, word learning, syntax development, discourse, communicative competence, atypical language development, and theoretical explanations in developmental psycholinguistics.
Staff

HDP2200Y Child Study: Observation, Evaluation, Reporting and Research

A course designed to develop the skills and knowledge fundamental to a developmentally oriented systematic study of children through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the teacher-researcher and issues in connecting research and practice will be emphasized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J.W. Astington, C. Corter, R. Volpe and Staff

HDP2201Y Childhood Education Seminar and Practicum

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum) and that relate to employment preparation.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2210Y Introduction to Curriculum

This full-year course provides an introduction to the basic elementary curriculum areas with an extended focus on the Early Years (JK/SK) and on Grades 1-6 Language & Literacy, Mathematics & Science. The Arts (Music, Drama, Dance), Physical Education, Social Studies and Technology are taught as special sessions and are also integrated with other curriculum areas. The learning expectations of the Ontario Curriculum form the basis for the study of the techniques and the role of the teacher in designing and implementing curricula across the early childhood, primary and junior levels.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Moss, J. Pelletier, D. Willows, E. Woodruff and Staff

HDP2211H Theory and Curriculum I: Language and Literacy

This course provides a foundation of understanding for language and literacy instruction, translating current theory and research into evidence-based practice. The course considers reading and writing acquisition in terms of the component processes involved at various stages of literacy development. The goal of the course is to engender thoughtful, critical, informed decisions about the teaching of

language and literacy in the schools. Teachers successfully completing the course will be prepared to develop and implement theoretically-sound, practical and motivating classroom literacy programs for the primary and junior grades.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
D. Willows and Staff

HDP2212H Theory and Curriculum II: Mathematics

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
NOTE: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Moss and Staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out a single practicum placement called an internship during either the fall or winter term for a total of 320 practicum hours. Supervised by a mentor teacher on site and a staff member from the Institute of Child Study in an assigned setting from preschool through grade six, students have an opportunity to consolidate developing skills and attitudes as they apply their teaching skills.
NOTE: This course is open only to students in the MA in Child Study and Education program.
R. Kluger and Staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning ctivities carried out over an extended period of time to ccomplish a number of long-term learning goals. The main oal of this course is to help students learn how to plan ducational programs that can accommodate a variety of hildren and achieve a variety of learning goals.
OTE: This course is normally open to students in the M.A. n Child Study and Education program only.
taff

IDP2252H Individual Reading and Research in uman Development and Applied Psychology: aster's Level

pecialized study, under the direction of a staff member, ocusing upon topics that are of particular interest to the tudent but are not included in available courses. While redit is not given for a thesis investigation proper, the study ay be closely related to such a topic.
taff

DP2275H Technology for Adaptive Instruction and pecial Education

his course will examine the potential of microcomputer-ased technology in various types of learning environments. he focus is on the use of adaptive and assistive technology as tool to increase the teacher's ability to handle a wide range of student learning needs in main streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology.
Staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to identification and programming for children with special needs. The emphasis is on using well-founded research to inform instructional practices and decision-making. This course is designed to promote reflective thinking about key topics in Special Education that educators must conceptualize from both theoretical and practical perspectives. It is intended to provide students with knowledge, skills, and attitudes that will enable evidence-based understanding of what is involved in working with exceptional learners across a variety of settings, but primarily in an inclusive classroom situation. Focus is placed on curriculum being flexible in responding to diversity, so that teachers are guided to make appropriate accommodations and modified expectations for the various categories of exceptionality. Since characteristics of special needs and second language learners are often inter-related, ESL support will also be addressed.
R. Martinussen and Staff

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of gifted children and adolescents; educational programs in regular and special classes.
Staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
Prerequisite: HDP2280H or equivalent
E. Geva and H. McBride

HDP2293H Interpretation of Educational Research [RM]

Introductory course in the critical evaluation of research reports. Emphasis on understanding and interpretation of the outcome of basic statistical and research methods. Hands-on experience in research design and report writing.
Staff

HDP2296H Reading and Writing Difficulties

This course focuses on prevention and intervention in the area of reading and writing difficulties and disabilities. It is designed to prepare special educators and classroom teachers to implement evidence-based practice in the assessment and instruction of children with reading and writing problems. Half of the course is concerned with assessment, including informal and standardized approaches, and the remainder is concerned with research-based interventions to meet specific programming needs. Both parts involve hands-on strategies with children and adolescents who have serious reading and writing difficulties.

NOTE: Permission of the instructor is required. Priority will be given to students with background knowledge and experience in child study and education, adaptive instruction and special education.

D. Willows and Staff

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research and offering models of research practice in human development and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.

Staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology [RM]

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.

R. Volpe and Staff

HDP3203H Children's Theory of Mind

This course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.

J.W. Astington and Staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understanding research and practice issues.

M. Ferrari and R. Volpe

HDP3205H Social and Moral Development

This course examines theoretical perspectives and contemporary research on socialization processes in childhood and adolescence, with particular emphasis on interpersonal relations and values acquisition. Specific topics include: distinguishing characteristics of social cognition (e.g., self-understanding, perspective-taking, and sociomoral reasoning); aspects of social and moral experience (e.g., peer relations, prosocial behaviour); and political dimensions of interpersonal relations (e.g., social responsibility, prejudice) and their manifestation in behaviours such as civic commitment and bullying. The role of gender and culture in development are pervasive themes throughout the course.

M.L. Arnold

HDP3209H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.

Staff

HDP3221H Cross-cultural Perspectives on Children's Problems

This course is designed to help students develop an appreciation that diversity issues may influence the way individuals act, the way their problems are expressed and conceived in their milieu and by outsiders, and the way assessment and interventions are treated. Through this course students will develop a solid understanding of the social bases of behavior. The course will examine from a cross-cultural perspective selected topics in psychology and human development pertaining to normative and pathological patterns of behavior in children and youth.

NOTE: Permission of the instructor is required.

E. Geva

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches use with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiet Students will be required to develop treatment approaches to case presentations and/or develop clinical workshops for use with parents, teachers or other intervention agents.

J. Ducharme

HDP3225H Developmental Trajectories and High Risk Environments

In this course we consider emotional, cognitive and behavioural development in children in the context of high risk environments. We examine recent theory and research on developmental trajectories or pathways. We consider within-family variations in development. High-risk environments include problematic family contexts, negative peer and community influences.
J. Jenkins

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology [RM]

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
M. Ferrari and Staff

HDP3227H Multi-Level Modeling in Social Scientific and Educational Research [RM]

This is a graduate-level advanced statistics course designed for students in education and the social sciences whose research involves analyses of multi-level and/or longitudinal data. Examples of multi-level data include students nested within classrooms and schools, teachers nested within schools and school districts, children nested within families and neighbourhoods, and employees nested within organizations. Examples of longitudinal data include repeated measures of child development, students' academic growth, teacher mprovement, and organizational change. Multi-level modeling, also called "hierarchical linear modeling (HLM)", resolves the dilemma of "units of analysis". More mportantly, it enables researchers to partition variance-covariance components with unbalanced data and to model cross-level effects with improved estimation of precision. This course will cover basic two-level and three-level models, growth curve models, and multi-level experimental and quasi-experimental designs. The objective is to equip students with knowledge and skills to apply multi-level models to their own esearch contexts.
Prerequisite: HDP1287 or equivalent
G. Hong

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, we will iscuss cognition-emotion interaction and the development of his interaction over the lifespan. Contemporary approaches to modeling development will be introduced, along with ome grounding in the neural basis of emotion. Emotional onstraints on cognition and learning will be a key focus. Clinical implications will be discussed in relation to the evelopment of personality and psychopathology.
M. Lewis

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
Staff

HDP3231H Psychodynamic Bases of Therapy

This course will draw on contemporary psychoanalytic, cognitive and neuroscientific theories to provide an overview of clinical work with children and adolescents. We will also look at the state of empirical research on psychotherapy effectiveness. The focus will be on clinical observation and use of theory to arrive at an initial case formulation as well as the generation of ongoing hypotheses which inform clinical interventions. Emphasis will be placed on the current self-organization of the client, the transference and what is therapeutically usable or not usable at the present moment in treatment. In keeping with current psychoanalytic practice, therapy is seen from a relational perspective and interventions are rooted in dynamic systems theory. That is to say that, while the major focus is on therapeutic dyad, foci will also include work with parents and /or macrosystems such as the classroom. There will be an equal emphasis on clinical work and on theory and students will be encouraged to bring ongoing case material to class.
Staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP 1238.

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student to the work of clinical assessment. Questionnaire and projective tests are used to assist in developing a picture of the emotional experience and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of psychological functioning. This half-credit course is scheduled on alternate weeks for the academic year.
NOTE: Open to School and Clinical Child Psychology students only.
Prerequisites: HDP1216 or equivalent and HDP1218 or equivalent and permission of the instructor.
N. Link

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and monitors the development of the Ph.D. students' clinical skills (assessment and intervention) in the field placement. Placements are typically in clinical settings. Seminars are scheduled on alternate weeks for the academic year. They focus on issues related to diagnosis, intervention and clinical practice.

NOTE: Open only to School and Clinical Child Psychology students. Students are expected to consult with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.

Prerequisite: 1218 or equivalent and permission of the instructor.

N. Link

HDP3242Y Internship in School and Clinical Child Psychology (Pass/Fail)

This is a 1600 hour placement completed in the third or fourth year of doctoral study. Pre-requisites: HDP3241H and permission of instructor.

N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.

Staff

HDP3255H Systemic Family Therapy

The aim of this course is to introduce students to family therapy concepts and interventions for use in the practice of school and clinical child psychology. Structural, strategic, narrative and transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.

J. Jenkins and Staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.

Staff

HDP3286H Developmental Neurobiology

In this course we will focus on brain systems involved in human emotion and self-regulation and track their development from birth to adulthood. We will pay particular attention to the ways in which experience modifies corticolimbic systems, leading to the consolidation of individual differences in temperament and personality. We will then explore the implications of these processes for atypical development and developmental psychopathology.

M. Lewis

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children.

Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.

NOTE: This course is intended for students in School and Clinical Child Psychology. Others by permission of the instructor.

Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.

J. Wiener

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percen of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders. For covering course material, the problem-based learning model will be used.

J. Ducharme

HDP5271Y Assessment and Programming for Readin and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists.

NOTE: This course is normally limited to students in School and Clinical Child Psychology. Permission of the instructor required.

D.M. Willows and Staff

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical mode of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition wil

be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
Staff

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts
The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and intervention practices.
NOTE: Open to doctoral students in School and Clinical Child Psychology only; others by permission of instructor.
E. Geva

HDP5298H Special Topics in Special Education and Adaptive Instruction: Doctoral Level
A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. For further information, see the course chedules available in early March.
Staff

DS1233H Cognitive Development and Applications
This course provides an introduction to a variety of topics in ognitive development that are of contemporary interest. Basic knowledge of cognitive development theory and indings from infancy to adolescence is assumed. We cover hose topics that are currently consuming significant research nterest among cognitive developmentalists. These topics urrently include concepts and conceptual change in infants, ore domains in conceptual development, the organization of ction in infancy, the onset of symbolic functioning, memory evelopment, the use of the imagination, theory formation as model for conceptual change, and scientific reasoning.
M. Lewis & Staff

DS1249H Social-Emotional Development and pplications
his course will review theories of social and emotional evelopment, and then follow the child's social-emotional rowth from birth through adolescence. Within the context f children's family and peer relationships we will consider the ays in which emotional and social experience becomes tterned, organized, and represented by the child and by hers. We will examine the implications of these issues for oblematic outcomes in families, daycares, and schools, and r prevention and intervention practices.
. Perlman and Staff

JDS3000H Advanced Methods in Developmental Science [RM]
The aim of this course is to introduce students to advanced methods in Developmental Science. Prior to taking this course all students will already have taken at least one graduate course in research design and statistics in which basic design and analytic methods in psychology will have been covered. This course will further students' methodological training by introducing them to the most current methods being utilized in developmental research. The course will cover approximately twelve topics. Each topic will be covered by a faculty member in the Developmental Science program with expertise in that particular area.
Staff

JHC1251H Reading in a Second Language
This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

JPX1001H Parenting: Multidisciplinary Perspectives
This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
(Offered jointly by OISE, the Faculty of Social Work and the Department of Psychology)
C. Corter (Coordinator)

Sociology and Equity Studies in Education (SESE)
Département de sociologue et d'études de l'équité en éducation

The Department of Sociology and Equity Studies in Education offers a full range of research areas leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas reflect clusters of current departmental research and teaching interests. Students are encouraged to orient to these interests as well as to work across them through their course-taking and research work. Each of these clusters of interest offer students preparation in Sociology in Education with an emphasis on equity issues. Particular research areas include:

- Critical Race and Anti-Racism Studies
- Culture, Communication and Critical Education
- Feminist Studies and Gender Relations in Education
- Indigenous Studies in Education
- Learning and Work

There is also additional expertise available in the areas of disability studies and queer studies.

Sociology in Education is the study of the social context of education. The Department understands education as a broad, multi-faceted concept – that is, a social organization of knowledge, teaching, and learning which takes place both within and beyond schooling. 'Equity' is the lens through which we approach these phenomena. We blend with this vision the principles of interdisciplinarity and community engagement. Throughout our history, we have worked across, and attempted to bridge, divisions between theory and practice, insisting that the complexity of formal education settings and educational practices more broadly warrant equally complex and critical theoretical analysis.

Faculty participate in several related interdepartmental research areas, collaborative programs, research centres and the OISE initial teacher education program.

The Department is organized as a constitutional democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs, selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and is welcome to participate in the running of the department.

General Information

For application information and forms, visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic and Departmental Informatio

For academic and departmental information, visit the SESE Website: **www.oise.utoronto.ca/depts/sese**

If you require further application information, contact:
Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca

For Departmental program inquiries, contact:
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca

Chairs and Coordinating Faculty

George J. Sefa Dei, Ph.D. (Toronto)
Professor, Chair of the Department, cross-appointed to th
Department of Anthropology, University of Toronto
(anti-racism and domination studies; sociology of race and ethnicity; international development; indigenous knowledges; political ecology; ethnography; and anti-colonial thought)
gdei@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor, Associate Chair, SESE
(feminist studies of knowledge and education; historical sociology; cultural studies and communication; social and political thought; government, power, politics and subjectivity)
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, Graduate Coordinator SESE, cross-appointed to the Department of Sociology and New College, University of Toronto
(family policy; gender-based analysis, integrative inequality analysis; women's studies; feminist eco-sociology)
meichler@oise.utoronto.ca

C. Paul Olson, M.A. (Princeton)
Associate Professor, Graduate Studies Academic Secretary
(Aboriginal education; anti-racism, global and international education; criminology; social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)
polson@oise.utoronto.ca

Faculty

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Department of Theory nd Policy Studies in Education, and Associate Dean of he School of Graduate Studies, University of Toronto
gender and education; work, cultures, and careers of teachers nd academics; teacher education; sociology of education; igher education)
acker@oise.utoronto.ca

acqui Alexander, Ph.D. (Tufts)
rofessor, cross appointed from the Institute for Women's tudies and Gender Studies, New College, University of oronto
ransnationalism, feminism, post-colonialism)
cqui.alexander@utoronto.ca

ose Baaba Folson, Ph.D. (Carl von Ossietzky niversity of Oldenburg)
ssociate Professor
lobal economics, migration and international relations; ciology of education and development; law, nation-building, ce and sexuality)
olson@oise.utoronto.ca

dward B. Harvey, Ph.D. (Princeton)
ofessor Emeritus
udies of educational systems and the labour market; applied cial research and policy analysis; employment equity)
harvey@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies; Olympic Industry critique)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed to the Department of Adult Education and Counselling Psychology and the Department of Sociology
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
rng@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Professor
(anti-racism studies; critical global and community issues; feminism; human rights; law; critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California at Berkeley)
Professor (on leave)
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

Peter Sawchuk, Ph.D. (Toronto)
Assistant Professor
(workplace learning; trade union studies; technology and work; adult learning theory; cognition and communication at work; cultural historical activity theory; Marxist theory)
psawchuk@oise.utoronto.ca

Roger I. Simon, Ph.D. (Yale)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(culture and communications; social and political thought; formation of historical consciousness; remembrance and learning; representations of mass violence and social suffering in video, film, literature, art and new media; Holocaust and genocide education; museum studies)
rsimon@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

Tanya Titchkosky, Ph.D. (York)
Assistant Professor
(disability studies; interpretive methods of social inquiry; feminist and phenomonenological theories of the body; sociology of knowledge; contemporary social theory; the meaning of access)
tanyatitchkosky@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)
Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminism and transnationality; diaspora studies; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Rinaldo Walcott, Ph.D. (Toronto)
Associate Professor
(critical pedagogy; cultural studies; queer theory; gender studies; transnational studies; diaspora studies; postcolonial studies)
rwalcott@oise.utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)
Associate Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nwane@oise.utoronto.ca

Terezia Zoric, B.A., B.Ed. (Toronto)
Lecturer, cross-appointed to the Department of Theory and Policy Studies
(school policy; social diversity; equity; teacher education; citizenship)
tzoric@oise.utoronto.ca

Departmental Teaching and Research Interests

Our current departmental composition provides particular opportunities for students to focus their studies in the **five theme areas** listed below. In addition, the department ha emerging expertise in the areas of **disability studies** as wel as **queer studies**. Students are not required to commit to any single theme area when selecting courses, as our thematic areas intersect with one another. Research assistance work may be available in relation to any of thes areas.

Indigenous Studies in Education

This research area addresses current issues, trends, perspectives, and models of Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include: Indigenous and marginalized knowledges in global contexts and pedagogical implications for educational change; the roles media, institutions, governments, and historical and contemporary policy in producing conditions of constraint; images, in art, theatre, poetry, film and literature of Indigenous peoples; social and class differences, dominance, control politics, and social inequalities in regard to Indigenous peoples; and a special interest in developing, promoting, and sustaining healing and wellness, Indigenous and anticolonial thought in the academy and in community. The goal of this research are is to create spaces for Indigenous knowledges. Faculty include: George Sefa Dei, Paul Olson and Njoki Nathani Wane.

Critical Race and Anti-Racism Studies i Education

Courses in this research area provide students with an integrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed in different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Roxana Ng, Pa Olson, Sherene Razack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Culture, Communication and Critical Education

Courses in this research area are intended for those who wish to concentrate their studies in critical inquiry into culture and communication and cultural aspects of education. Courses are also suitable for students who wis to add such courses to their program. Questions discusse include: the complex practices, relations, ideologies and technologies of culture, including cultural production, representation, circulation and mediation, whether in institutional settings and everyday life; explorations of the pedagogical implications of contemporary modes of communication, media and popular culture, including alternative, critical and independent media; studies of the social organization of knowledge and cultural forms and relations of power; cultural politics and policy; studies of the formation of audiences, spectators, readers and viewers; inquiry into language, text, discourse and communicative action; investigations of aesthetic practices, representations, performance and display; the production and circulation of historical and ethnological representations; studies of the pedagogical implications of cultural practices and the cultural dimensions of pedagogical practices; studies of subjectivity, identity and agency; research of history, cultural memory and ethics. Faculty members associated with this area of study include: Sandra Acker, Kari Dehli, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, David Livingstone, Paul Olson, Peter Sawchuk, Roger Simon, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Wane.

Feminist Studies and Gender Relations in Education

This research area offers courses on gender studies in the amily, educational systems, and workforce; feminist heories and practice; gender, class, race, language, and ultural and biological reproduction; gender and exualities; and women's health. Note that other courses ffered by feminist faculty, but not listed in this research rea, may be taught from a feminist perspective. Faculty nclude: Sandra Acker, Kari Dehli, Margrit Eichler, Rose aaba Folson, Monica Heller, Helen Lenskyj, Sherene azack, Alissa Trotz, Rinaldo Walcott and Njoki Nathani Vane.

earning and Work

ore courses: SES2942 and SES3949. This research area devoted to a critical approach within teaching and search on the interrelations of organized/informal arning and paid/unpaid work in the context of societal ange processes, and to identifying the roles of educators improving these relations. Courses offer theories and ethods for understanding political, economic and eological forces associated with educational and orkplace change. Some representative themes include: fluences of social class, gender, ethnicity, generation and sability on learning practices and work opportunities; pacts of technological changes on labour markets, work mocratization; changing labour processes and related ining; the labour movement; school and community lations; teachers' work and educational innovation; and oblems of underemployment and the future of work. culty include: David Livingstone (coordinator), Sandra ker, Kari Dehli, George Sefa Dei, Rose Baaba Folson, ul Olson, Peter Sawchuk, Njoki Nathani Wane and rezia Zoric.

This research area is also associated with the following:

- **Learning and Work Interdepartmental Research Area** (see page 181)
- **Workplace Learning and Change** research area in Adult Education and Counselling Psychology
- **The Secondary Program 4 (Education and Work)** in the Initial Teacher Education Program (see below)

Initial Teacher Education Program

Faculty members in the Sociology in Education Program participate in the Initial Teacher Education program through course delivery, program support and guest lecturing as well as through the Secondary Program 4 (Education and Work). This option is designed for initial teacher education students with an interest in workplace issues and who want to proceed to the M.Ed. This arrangement involves two initial teacher education disciplines – Business Studies and Technological Studies – and three graduate programs – Sociology in Education, Adult Education and Community Development, and Counselling Psychology. However, initial teacher education students in other disciplines with an interest in workplace issues may also apply for admission. The M.Ed. has a co-ordinated set of offerings of courses related to workplace issues. In total, students complete 10 one-semester courses, including options from outside the research area, and a comprehensive paper consisting of an integrated discussion of workplace issues. Students can enroll in the M.Ed. either part-time or full-time. Part-time students can take up to 6 years to complete their degree, whereas it is possible for full-time students to complete the degree in one academic year plus two summers.

Further information is available from:
Peter Sawchuk: psawchuk@oise.utoronto.ca

Centres

Three special interest research centres are presently based in the Department:

- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Media and Culture in Education

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE research and field centres, see pages 184 - 189 of this ***Bulletin***.

Interdepartmental Research Areas

The following research areas are fully described in the Interdepartmental Research Areas section, pages 179 - 183.

Critical Pedagogy and Cultural Studies

See the Interdepartmental Research Areas section, page 180.

Études franco-ontariennes en éducation

Voir le "Interdepartmental Research Areas Section," page 180.

Gender Equity in Education

See the Interdepartmental Research Areas Section, page 181.

Learning and Work

See the Interdepartmental Research Areas section, pages 181 - 182.

Collaborative Programs

Aboriginal Health

Students in the Department of Sociology and Equity Studies in Education can participate in the collaborative Aboriginal Health Program.

Further information is available from:
Paul Olson, SESE
Email: polson@oise.utoronto.ca
OR
www.sgs.utoronto.ca/current/calendars/2006-07/entries/ah.asp

Comparative, International, and Development Education

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Comparative, International and Development Education program. For complete details on the program, please see page 173.

Further information is available from:
Karen Mundy, Adult Education and Counselling Psychology or see: **<cide.oise.utoronto.ca>**.
E-mail: cide@oise.utoronto.ca

Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies Program. For complete details on the program, please see page 176.

Further information is available from:
Njoki Nathani Wane
E-mail: nwane@oise.utoronto.ca
OR
Roger Hansell, IES Coordinator of Graduate Studies
Telephone: 416-978-6409
E-mail: roger.hansell@utoronto.ca

Women's Studies (GCWS)

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Women's Studies program. For complete details on the program, please see page 178.

Further information is available from:
Margrit Eichler, SESE
E-mail: meichler@oise.utoronto.ca

Degree Requirements

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. degree may be pursued on a full-time or part-time basis under Options II (eight half-courses and a Major Research Paper [MRP]), Option III (6 half-courses and a thesis), or Option IV (ten half-courses) with other specific requirements as stated in the individual offer of admission. This degree program has a unique professional character and is distinct from the M.A. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understood as knowledge, teaching and learning which takes place within or beyond schooling.

The M.A. degree may be pursued full-time or part-time and requires a thesis.

The Ed.D. degree may be pursued on a full-time or part-time basis with specific course requirements (stated in the offer of admission). Students in this degree program may begin their studies on a part-time basis, but they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed. This degree program has a unique professional character and is distinct from the Ph.D. in that students are encouraged to orient toward applied and theoretical dimensions of professional educational practice understoo as knowledge, teaching and learning which takes place within or beyond schooling. In keeping with this focus, beginning in 2006-07 academic year, all Ed.D. students will be required to complete the 'Practicum in Sociology and Equity Studies in Education' (half-course).

Ph.D. students, with the exception of those in the flexible-time program, must maintain full-time status throughout their program of study (See Minimum Admission and Degree Requirements section, pages 21-27). All students in this degree program must also successfully complete a non-credit SESE Thesis Seminar course (SES1913) prior to comprehensive examination.

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

NOTE: Effective September 2006, the Department will be admitting a small number of students to the new Flexible-time Ph.D. Flexible-time Ph.D. students will register full-time during the first four years, and part-time during subsequent years of the program. The flexible-time Ph.D. degree has been designed to accommodate demand by practicing professionals for a Ph.D. degree that expects continued employment in areas related to their fields of esearch. Flexible-time Ph.D. students must complete the equirements of their degree within 8 years. All Ph.D. tudents must also successfully complete the non-credit ourse SES1913H the SESE Thesis Students' Seminar prior to the comprehensive examination.

tudents are free to take all their courses within the epartment but may also take a portion of their courses in ther OISE departments, elsewhere in the University of oronto School of Graduate Studies, or with prior ermission, at another accredited university graduate rogram. The number of courses which **must be** taken in ie department will vary by the type of degree (Ph.D., 1.Ed., etc.). The minimum number of half-courses which ıust be taken in SESE is listed in the table below.

egree	**Total # of courses required**	**Minimum # of courses in SESE required**
.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
I.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
I.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses

Within these requirements, courses taken in another department will be credited on students' transcripts with that department's designation. In special circumstances (e.g., students enrolled in some Collaborative Programs) SESE credit designation **may be** granted for a course offered by another department in partial fulfillment of the minimum SESE course requirement specified for their degree. SESE credit for out-of-department courses may not exceed one half-course of a student's program of study.

NOTE: Students must consult with their faculty advisor before enrolling in an out-of-department course for which they require SESE credit.

Incoming students should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas.

Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900 or SES1904.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- ***the Sociology and Equity Studies in Education Handbook*** available on the SESE Website **<www.oise.utoronto.ca/depts/sese>** which includes information about departmental and OISE organization, facilities, and resources
- notices and information via e-mail through the departmental e-mail conference "SESE"

In addition, some faculty members run thesis support groups for their students.

Distance Education

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2007 Summer Session and the 2007 Fall Session and 2008 Winter Session will be noted in the ***Graduate Studies Course Schedule*** available on-line at: **<www.ro.oise.utoronto.ca>.**

Admission Requirements

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. M.A. and Ph.D. candidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study.

In addition to the general requirements for admissibility as outlined in the Minimum Admission and Degree Requirements section (pages 21 - 27), applicants are required to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program of study here in the Department. Applicants **must** list at the end of this statement, the research area or areas in which they have primary interest (for more information see "Departmental Teaching and Research Interests," page 124). It is preferable that the student also list at least one (or more) faculty member(s) whose work is of the greatest interest
b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked
c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

Courses

The following list demonstrates the range of courses offered within the Department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral degrees. (Master's students may enroll in the 3900 courses with the permission of the instructor.)

NOTE: The ***Graduate Studies Course Schedule***, available on-line at: **<www.ro.oise.utoronto.ca>** will record full descriptions of the 2007/2008 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction à la sociologie de l'éducation
Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques e pratiques de la sociologie de l'éducation, et leur intégration.
N. Bélanger

SES1900H Introduction to Sociology in Education
An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical an practical aspects of sociology in education.
P. Olson

SES1902H Introductory Sociological Research Methods in Education [RM]
An introduction to basic research methods appropriate for teachers and other students of sociology in education. Gener consideration will be given to technical problems with emphasis on the underlying research process and its practica implications for schools.
P. Olson

SES1904H Introduction to Sociological Theory in Education
This course will introduce students to some of the 'classical' questions and arguments in sociological theory, and to some of the authors who provided definitions and disagreements that have shaped sociology as a discipline. The course conce trates upon and questions the foundations of sociology and early institutionalization in Europe and the United States between 1850-1935. We will read and discuss how classical sociology in different ways attempted to illuminate, understand and (for some) contribute to changing key features of social relations of emergent modernity. Finally, w will read reflexively to trace the various strategies that sociol ogists have used to know and represent the social and to cla scientific authority for sociological representations.

What is it, if anything, that marks sociological knowledge as different from (and superior to?) everyday or common sense knowledge of the social? In addition to reading works by and about 'founding fathers' Marx, Weber and Durkheim, the course will also reflect on the contributions of Simmel, DuBois and Freud to sociology.
Staff

SES1905H Qualitative Approaches to Sociological Research in Education [RM]

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
M. Heller and Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings. We will first assess the state of the environment from an equity perspective, and then look at positive examples of how to deal with issues.
M. Eichler

SES1911H Sociologie de l'éducation specialiseé

Ce séminaire a pour but d'explorer, d'un point de vue sociologique et historique, et grâce à un ensemble de données théoriques provenant aussi bien de France, d'Angleterre que du Canada, la mise en place de l'éducation specialisée. Cette forme d'éducation, constituée dans le but de répondre aux "besoins" d'élèves désignés comme "spéciaux", eut son heure de gloire à une époque donnée, soit avant qu'émergent les courants d'intégration et d'inclusion scolaire. La situation des écoles de langue française en Ontario sera également analysée au regard de cette question.
Staff

SES1912H Foucault and Research in Education and Culture: Discourse, Power and the Subject

This course will introduce students to central approaches, themes and questions in the work of Michel Foucault. We will discuss the relevance and utility of his work by examining how a number of researchers in education have made use of it. Students will also be able to explore the implications and usefulness of Foucault's work for their own research.
K. Dehli

SES1913H SESE Learning to Succeed in Graduate School (NON-CREDIT)

This non-credit course is required for all SESE Ph.D. students, though SESE students from other degrees may enrol in the course. Most sessions will focus on providing practical advice and opportunities for discussion about topics such as: the roles of advisors and supervisors; how to find a supervisor and a thesis committee; how to prepare applications for grants; how to complete ethical protocols; how to prepare and present conference papers; how to get published; and how to write a proposal; etc.. There will be some guest speakers. The coordinator will be Margrit Eichler. You must register for this course in order to receive credit.
M. Eichler

SES1915H Education and Popular Culture

Learning not only takes place within the institutions of formal education, but through a myriad of practices of popular culture. Considering popular culture as inherently pedagogical, this course will address the learning that takes place through various everyday cultural practices and consider its implications for the work of educators. Practices to be considered include television, film, radio, digital media, musical performance, as well as aspects of material culture such as forms of dress, games, and toys.
R. Simon

SES1921Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-oppression education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-oppression education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.
G.J.S. Dei

SES1923H Racism, Violence, and the Law: Issues for Researchers and Educators

The course seeks first and foremost to deepen awareness of the role of violence in maintaining racial hierarchies. Its approach is to explore the racial violence of colonialism, of periods of racial terror (lynching, the Holocaust), and of the New World Order (in particular, the post-911 environment, and the violence of peacekeeping and occupations), as well as police brutality and street violence. Through a feminist and anti-racist framework, we explore how racial violence is sexualized and gendered, and how it operates as a defining feature of relations between dominant and subordinate groups. The course examines how racial violence is linked to empire and nation building, and how individuals come to participate directly or indirectly in these racial and gendered social arrangements. Through an examination of how racial violence is dealt with in the law, the course considers how white society both schools its citizens in racism and actively maintains a colour line.

S. Razack

SES1924H Modernization, Development, and Education in African Contexts

This seminar explores the significance and implication of education (as broadly defined) to the discourse of modernization and development in Africa. The course begins with the interrogation of 'African development' from an African-centred perspective. There is an examination of various theoretical conceptions of 'development' and the role of education and schooling in social change. A special emphasis is on the World Bank/IMF induced educational reform initiatives and the implications of 'authentic'/alternative development. The seminar will attempt to uncover the myriad interests and issues about Africa, including contemporary challenges and possibilities. The course critically engages the multiple ways of presenting current challenges of 'development', the interplay of tradition and modernity, contestations over knowledge production in 'post-colonial' Africa, and the roles and significance of Indigenous/local cultural resource knowledges, science, culture, gender, ethnicity, language, and religion for understanding African development. Other related questions for discussion include social stratification and cultural pluralism, formulation of national identity, political ideology and the growth of nationalism, and the search for peace, cooperation and social justice. Although the course basically uses African case material, it is hoped our discussions will be placed in global/transnational contexts, particularly in looking at themes common to many Southern peoples contending with, and resisting, the effects of [neo] colonial and imperial knowledge.

G.J.S. Dei

SES1925H Savoir indigène et décolonisation

Ce séminaire examine diverses formes du savoir indigène et marginalisé dans des contextes locaux et globaux et les implications pédagogiques de ce savoir sur le changement éducationnel. Au départ, nous offrirons un bref aperçu sur le processus de production, d'interrogation, de validation et de dissémination du savoir dans divers contextes sociaux. Il existe présentement une critique à l'égard des conceptions théoriques liées à ce que constitue un savoir 'légitime' et comment un tel savoir est produit et disséminé sur les plans local et global. Ainsi, l'accent sera particulièrement mis sur la validation des épistémologies autres que occidentale et la contribution de ces épistémologies à travers des perspectives multiples et collectives de voir et interpréter le monde. Parmi les sujets étudiés, on compte: les principes et les formes du savoir indigène, les rapports de pouvoir, les différences sociales et, finalement, l'identité et la représentation dans le processus de production du savoir indigène. Nous nous pencherons aussi sur l'appropriation culturelle et l'économie politique de production du savoir; le savoir indigène et la science de l'éducation; le savoir indigène, la mondialisation et la modernité, le savoir indigène et le changement social. Afin de bien saisir les implications pédagogiques du savoir indigène, nous utiliserons du matériel pédagogique dérivé de plusieurs contextes sociaux de divers pays du monde.

Staff

SES1926H Race, Space and Citizenship: Research Methods

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.

S. Razack

SES1927H Global Economic Restructuring – International Migration – Immigration Policies (Canada, U.S., Germany)

This course will look into different aspects of the trend known as "Globalization". Of particular importance for the course will be the examination of migratory movements of people from the South to the North on the one hand, and the subsequent processes of their re-socialization and resettlement in new societies under state immigration policy on the other. Throughout these processes, the impact of such factors as race, gender, class, language, sexualities, and education will be critically discussed as important markers with determining effects on social and professional advancement. We shall explore a variety of possible relations between the reciprocal movements of capital and labor taking place within the processes of "globalization" and also how nation-states are implicated in their immigration histories.

R. B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifically to the Aboriginal peoples.
P. Olson

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.
Staff

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevables face aux communautés. En ce sens, le communauté, notamment au travers de l'action des parents, est invitée à jouer un rôle à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son rôle en ce qui concerne la transmission des savoirs de base ugés prioritaires. Cependant, certains voient dans cette 'mise en marché de l'éducation' un simple rôle d'apparat pour les parents et le retour à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du rôle de l'école, ce séminaire a pour but l'examiner, grâce à des textes riches aussi bien du point de vue théorique qu'empirique, les liens qui unissent l'école et la communauté.
Staff

ES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance.The first section explores: the meaning of subjectivity nd its relationship to political practice, experience, knowledge, nd power. Section two looks more closely at gender, sexuality nd race, exploring here both the concepts we have used to understand domination and the practices of marginalization hemselves. Section three considers three strategies of esistance: writing, cultural production, and politics.
. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
R. Walcott

SES1957H Doing Disability in Theory and Everyday Life

"Doing Disability" brings us to a central premise of disability studies—disability is a space of cultural practices done by and to people. From this premise, it follows that we are never alone in our bodies and so disability represents the material fact that bodies, minds, and senses always appear in the midst of people. Assuming that disability is done and re-done through everyday discursive practices, disability studies turns to a range of interdisciplinary work that enriches the potential to challenge our taken-for-granted understandings of social and political life. Theorizing how we do disability, even in the everyday of the (our) classroom, provides the occasion to critically engage contexts, such as education, mass media, and the built environment, as they intersect with issues of identity and difference; embodiment; narrative; the constitutive structuring of ordinary, agentive, viable, life at their opposites. Orienting to disability as a social accomplishment of everyday life is a way to examine how versions of what counts as human are culturally organized and governed. Made by culture, disability is a key space of practices where we might theorize culture's makings. In this course, we explore social models and theories of disability, so as to develop a critical understanding of disability's appearance in everyday life and to work to open ourselves to question how these new non-medicalized ways of knowing disability might influence pedagogical structures and practices.
T. Titchkosky

SES1958H The Internet and Cyberspace: Issues of Culture, Identity, Access and Control

Cyberspace—an expression linking people, computers and sources of information—can be understood in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines the development and practices of Internet use and of Cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to dominant understandings of culture. Questions of identity and cultural politics will be examined in regard to interactions in Cyberspace. Students will discuss and analyze cultural, social, political and economic issues and controversies around access, parental and educator control over children's usage, privacy and security, content, copyright and intellectual property.
Staff

SES1959H Theoretical Frameworks in Culture, Communications and Education

This course examines a range of arguments concerning the ways in which theories of culture, communication and education impact our understanding of the everyday world. The course attempts to survey literature which place discussions of culture, communication and education in the foreground. The course will attend to the ways in which culture, communication and education are not settled terms but are terms deeply implicated in how we maneuver the everyday social world.
R. Walcott

SES1982H Women, Diversity and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Gender is understood to operate together with a range of other 'diverse' identities such as race, class and age. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; feminist pedagogies and strategies for change.
H. Lenskyj and S. Acker

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
S. Razack

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

SES1988H Diversity and Social Justice Issues in Physical Education, Recreation and Sport

The main objective of the course is to develop a critical sociological analysis of interlocking systems of oppression — sexism, classism, racism, homophobia, ableism — and their manifestations in physical education, recreation and sport. Feminist, socialist and antiracist analyses will be used, with a focus on the pedagogical implications. Readings and discussions will investigate the experiences of disadvantaged sociocultural groups, including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, and people with disabilities, and will examine various social contexts, including schools, universities and communities. Developments since the 1990s will provide a context for current trends in Canada, US, UK, Australia and elsewhere.
H. Lenskyj

SES1989H Black Feminist Thought

Various discourses, theoretical frameworks and ideological proclamations have been employed to analyze, criticize and interrogate everyday lived experiences of black peoples. This course examines the multiple oppressions and social representations of black women using a black feminist theoretical framework. Part of the course will be devoted to black feminist theory — a theory developed out of black women's experiences and rooted in their communities. The course will also examine the following issues among others: strands of feminisms with particular emphasis on feminisms as advocated by the visible minorities; the divergences and similarities of black feminisms; and the heterogeneous nature of black women's experiences. The course will be sociological and historical in nature and will examine the intersections of race, class, gender and homophobia.
N. Wane

SES1992H Feminism and Poststructuralism in Education

In this course, we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
K. Dehli

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families. The course looks at diversity in Canadian families, and provides a critical perspective on policies.
M. Eichler

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
Staff

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse

issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
Staff

SES2940H Rethinking Marxism and Education

This course provides a broad introduction to the range of theoretical concepts and methods of investigation in historical materialist thought. Past and present developments in Marxist theory and international practice will be reviewed. We will explore critical assessments of Marx's method of inquiry, the dynamics of the capitalist production process, class relations and class consciousness, ideological hegemony and popular culture, contemporary Marxist theories of education, the relations of education and work, and current challenges to Marxism. Specific topics will be developed dialogically in response to participant interests, helping students to better understand the relationship of their own projects to this tradition. The course will include guest lectures from a variety of SESE faculty in order to help participants situate Marxism in relation to other forms of theory/practice.
D.W. Livingstone and P. Sawchuk

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.
D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
P. Sawchuk

SES2970H Indigenous Peoples and Medias: Theorizing, Decolonizing, Cultural Vitalization and Self-Determination

Cultural productions in which Indigenous peoples engage to ell stories, resist subordination, and share cultural forms and practices include artists and activists' texts, images, films, and tories, media, film, photography, newspapers, written texts, esearch documents, literary texts, Internet communications nd web sites. These productions will help us question and hallenge myths about Indigenous peoples which replicate nd reproduce stereotypic understandings of Indigenous peoples, beginning a process of decolonizing our minds and mbracing Indigenous representations of Indigenous peoples. This course will involve literature/productions from ndigenous authors, storytellers, filmmakers, photographers nd activists whose compelling stories and productions ndertake a critical examination of imperialism, history, writing and theory in regard to Indigenous peoples, focusing on strategies of resistance through writing and cultural production, and engaging in theorizing, decolonizing, cultural resistance through writing and cultural production and engaging in theorizing, decolonizing, cultural vitalization and self-determination.
Staff

SES2998H Individual Reading and Research in Sociology and Equity Studies in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

SES2999H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department.
The topics will be announced and described in the schedule of courses.
Staff

SES2999H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES3900H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for

students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education

This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education

This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3911H Cultural Knowledges, Representation and Colonial Education

With the advent of colonialism, non-European traditional societies were disrupted. A starting point is an appreciation of the vast array of cultural diversity in the world. The course interrogates how various media have taken up these knowledge systems, presented to the world in the form of texts, films, and educational practices, and examines how colonial education sustains the process of cultural knowledges fragmentation. Our analysis will serve to deepen insights and to develop intellectual skills to cultivate a greater understanding of the dynamics generated through representations and the role of colonial education in sustaining and delineating particular cultural knowledge. We will also explore the various forms of resistance encountered in the process of fragmentation and examine how certain groups of people in various parts of the world have maintained their cultural base, and how this has been commodified, commercialized and romanticized. The course makes use of forms of cultural expressions such as films and critical theories on race, gender, sexuality, and class.
Prerequisite: Masters students need approval of instructor.
N. N. Wane

SES3912H Race and Knowledge Production: Research Methods [RM]

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3913H En/Coding Domination: Power Relations Based on Race, Gender, Class and Sexuality

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested in social, political and cultural spaces. We will attention to different forms of language which convey power relations of domination along race, gender, and class "fault" lines.
R. B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focusing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice. Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness.
G.J.S. Dei

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller

SES3930H Methods to Avoid Sexist, Racist and Ableist Biases in Research [RM]

This course will familiarize the student with a particular approach to identify biases in research based on social hierarchies - the BIAS FREE approach (Building an Integrative Analytical System for Recognizing and Eliminating Biases in Research and Policies). We will examine sexist, racist and ableist biases in research, how to recognize them in the literature, and how to avoid them in one's own work.

M. Eichler

SES3932H Women and Higher Education

This course enables students to take a close look, from a sociological perspective, at gender relations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with race, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with ideas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate," and so forth will be taken up through readings and student presentations.

S. Acker

SES3933H Globalisation and Transnationality: Feminist Perspectives

This course seeks to critically interrogate notions of the transnational found in recent feminist theorizing. Transnational' has been invested with a variety of meanings and political attributes, from descriptions of global capital to he politics of alliance and coalition-building, from the creation of subjectivities through to the reconfiguration of mperialist ideologies and practices in the contemporary conjuncture. It is about linkages and unequal connections. By engaging a broad and necessarily interdisciplinary pectrum of work, this course seeks to trace the variety of methods and investments that feminists have brought to bear in their engagement with transnationality. What are some of he implications for theory, for activism, for imaginative and pedagogical practices?

D. A. Trotz

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The first section of the course examines a set of mostly failed attempts at large-scale, "top down" and centrally-driven reform efforts, aiming to understand why they typically have failed. The second section examines a large set of successful change efforts, mostly in "developing" nations, which are radically altering the "forms of formal schooling" and achieving significant learning gains among very poor children, particularly girls. This section draws upon the resources of a large international research program involving students, academics, and practitioners from around the world which is analyzing a database of more than 150 such "success stories". Finally, we consider what educators in wealthy nations such as Canada can learn from the successes of their colleagues in much poorer nations.

J.P. Farrell

SES3943H Sociology of State Formation and Genealogies of Government

This course explores two approaches to the study of power: historical sociology of state formation and genealogies of government. The course is intended for students who plan to study some aspect of politics, policy, and political subjectivity in their thesis research, and/or who are looking for ways to 'blend' Marx and Foucault in their work.

K. Dehli

SES3949H Advanced Studies in Learning and Work

A research seminar which will aid students to pursue thesis-related topics in this field. Topics will include: a critical overview of theories of workplace learning in diverse cultural and historical contexts; general studies of the changing nature of paid and unpaid work and different forms of learning in contemporary societies; transitions between education and paid employment; class, gender, race, age and ability-based differences in learning and work relations; and relations between workplace redesign and educational reform alternatives.

D. W. Livingstone

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.

Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.

Staff

JSA5147H Language, Nationalism and Post-Nationalism

The purpose of this course is to examine the relationship between ideologies and practices of language and nation, from the period of the rise of the nation-State in the 19th century to current social changes related to the globalized new economy which challenge prevailing ideas about language and nation. We will discuss the role of language in the construction of major European nation-States and in their colonial expansion; the role of language in post-colonial nation-building; the construction, positioning and repositioning of so-called linguistic minorities and indigenous rights movements (the concept of immigration is relevant, of course, but falls beyond the scope of what we can cover here); the commodification of language and identity in the current economy; language and globalization; and current debates on the ecology of language and language endangerment. Throughout we will also examine the role of linguists, anthropologists and other producers of discourse about language, nation and State in the construction of theories of nation, ethnicity, race and citizenship.

M. Heller

JTE1952H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.

M. Heller

JTE1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.

M. Heller

JTE2912H Teachers' Work: Classrooms, Careers, Cultures and Change

Although there is a long tradition of efforts to describe the characteristics of teachers as an occupational group, or examine the practice of teaching, it is only in the past few decades that scholars have explored the experiences and cultures of teachers in depth, drawing upon a greater range of theories, methods and ideologies. We look at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; as members of an occupation. Throughout, we shall remain alert to the social policy contexts and constraints within which teachers must operate as strategists and decision-makers.

S. Acker and Staff

Theory and Policy Studies in Education (TPS)

The Department of Theory and Policy Studies in Education consists of three graduate programs:

- **Educational Administration**
- **Higher Education**
- **History and Philosophy of Education**

The History and Philosophy of Education Program represents cognate disciplines. The Educational Administration and Higher Education Programs represent the application of cognate scholarship to domains of practice. Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

The Department also participates in two Collaborative Programs:

- **Comparative, International and Development Education**
- **Graduate Collaborative Program in Women's Studies**

The Department offers the **Certificate in School Management** and, as well, has an important initial teacher education function.

To be admitted to the Department, application must be made to a Program and to one of the following five fields:

- Educational Administration
- Higher Education
- Health Professional Education (M.Ed. only)
- History of Education
- Philosophy of Education

General Information

For application information and forms visit the Registrar's Office Website: **www.ro.oise.utoronto.ca**

If you require further application information, contact:
Graduate Studies Admissions Unit, Room 4-485
Telephone: 416-923-6641 ext. 2663
E-mail: gradstudy@oise.utoronto.ca

For information about registration, contact:
Lynn Romero, Liaison Officer, Registrar's Office
Graduate Studies Registration Unit, Room 4-485
Telephone: 416-923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

Academic Information

Educational Administration

Lorayne Dunlop-Robertson, M.A./M.Ed. Coordinator
James Ryan, Ph.D./Ed.D. Coordinator

Higher Education

Dan Lang, Program Coordinator

History of Education

Cecilia Morgan, Coordinator

Philosophy of Education

Dwight Boyd, Coordinator

Chair of the Department

Reva Joshee, Ph.D. (Univ. of British Columbia)
Associate Professor and Chair
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making; peace education, leadership, and policymaking)

Interdepartmental Research Area

Gender Equity in Education

This Interdepartmental Research Area focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any program in the Department of Theory and Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various other programs. The Centre for Women's Studies in Education (CWSE) coordinates this Interdepartmental Research Area.

For more information see page 181 and/or contact:
Centre for Women's Studies in Education
Telephone: 416-923-6641, ext. 2204

Collaborative Graduate Degree Programs

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

Participating TPS Faculty:
Stephen Anderson, Nina Bascia, Ruth Hayhoe and Reva Joshee

The Collaborative Program in Comparative, International and Development Education (CIDE) is jointly offered at the M.Ed., M.A., Ed.D. and Ph.D. levels in the Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education; and Theory and Policy Studies in Education. Students enrolled in any of the four collaborating departments receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

Prospective applicants should review the detailed information about the CIDE program available in the **Collaborative Graduate Degree Programs** section on pages 173 - 175 of this ***Bulletin*** and on the CIDE Website at **<cide.oise.utoronto.ca>**. You are strongly advised to contact one of the participating CIDE faculty members (listed above), to discuss your research interests and goals. You should also review the information provided in the ***School of Graduate Studies Calendar***.

Courses

The following is a list of courses offered by the Department of Theory and Policy Studies in Education that are accepted for credit by CIDE. Not all of the courses listed are offered in any given year. Students should also see course lists under the **Collaborative Degree Programs** section in this ***Bulletin*** (pages 174 - 175).

TPS1016H	School Program Development and Implementation
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1020H	Teachers and Educational Change
TPS1047H	Managing Changes in Classroom Practice
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS1832H	East Asian Higher Education
TPS2006H	Educational Finance and the Economics of Education
TPS3017H	Problems in the Finance and Economics of Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3045H	Educational Policy and Program Evaluation
TPS3423H	Education and Family Life in the Modern World II
TPS 3447H	Theories of Modernity and Education I
TPS 3806H	Case Studies in Comparative Higher Education
TPS 3810H	International Academic Relations

A wide selection of additional courses is available across participating departments. See the entry on pages 174 - 175 in this ***Bulletin*** or visit the CIDE Website **<cide.oise.utoronto.ca>**.

Graduate Collaborative Program in Women's Studies (GCWS)

The Departments of Adult Education and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory and Policy Studies in Education participate in the University's Graduate Collaborative Program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at New College and the Program advisor in the student's OISE home department. Further information is available on page 178 of this ***Bulletin*** and from the ***School of Graduate Studies Calendar***.

Educational Administration Program

James J. Ryan, Ph.D. (Toronto)
Professor, and Ph.D./Ed.D. Coordinator
(interpretive, critical and postmodern theories of organization and administration; qualitative and field research; leadership, diversity and inclusion)

Stephen Anderson, Ph.D. (Toronto)
Associate Professor
(planned educational change; school improvement, initial and inservice teacher development; comparative and development education; program evaluation)

Nina Bascia, Ph.D. (Stanford)
Professor
(policy analysis and program evaluation; organizational and social context of teaching and administration; teachers' professional associations; teacher leadership and development)

Joseph Flessa, Ph.D. (California at Berkeley)
Assistant Professor
(Urban educational policy, politics, and reform; principals and other leadership roles; school context; social and educational inequalities)

Denis Haché, Ph.D. (Montreal)
Associate Professor
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Associate Professor and Chair
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making; peace education, leadership, and policymaking)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership and policy)

Benjamin Levin
Professor, Canada Research Chair
(educational leadership; educational finance; educational policy)

Blair Mascall, Ph.D. (Toronto)
Assistant Professor
(school change; leadership; large-scale educational reform)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning/strategic planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

John Portelli, Ph.D. (McGill)
Professor, cross-appointed to Philosophy of Education
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE Northwestern Centre; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(leadership; school environments; school reform; culture and culture change; contemporary First Nations issues; the role of arts in learning)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

Associated Instructors

Lorayne Dunlop-Robertson, Ed.D. (Toronto)
M.A./M.Ed. Coordinator
(knowledge base in educational administration; comparative education; body image)

Avi Hyman, Ed.D. (Toronto)
Faculty of Medicine and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Teacher Education Staff

Michael De Angelis, M.Ed. (Toronto)
Secondary Cohort Coordinator, TES Instructor
(the role of educational leadership in large scale sustainable change; leadership in diverse school communities)

Connie Edwards, Ed.D (British Columbia)
Lecturer, Psychological Foundations of Learning and Development
(adolescent psychology; teacher education; conflict resolution)

Meredith Lordan, M.Ed. (Toronto)
Co-coordinator of the Students at Risk: Learning Pathways Cohort, Coordinator of the School, Community, and Global Connections Cohort, Initial Teacher Education (Secondary)
(student advocacy; education for sustainable development; equitable pedagogy; and critical literacy; education as a human right within the UN system)

Callie Mady, Ph.D.. (Toronto)
Seconded instructor to the Initial Teacher Education Program, TES cohort coordinator, French I/S, French Immersion

Alison Neilson, Ph.D (Toronto)
Lecturer
(social & environmental justice education; comparative international education; power and privilege; teacher identity development; reflexive practice; arts-informed research)

Professors Emeriti

John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

Program Mission

The Educational Administration Program is devoted to the study and development of Policy, Leadership, Change, and Social Diversity in Education. Students may choose to focus their attention on courses in one of these four research areas or to explore the field more broadly. Several degree and non-degree programs of study are offered to meet the diverse needs of practitioners and scholars of educational administration.

Certificate in School Management

The Certificate in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school business official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate in School Management is operated entirely through the Educational Administration Program.

All correspondence and fees should be sent to:
Marion Morgan
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 2006/2007, the full-time annual fee was $6,416.00 and the half-course fee was $1,050.55.

Program Requirements

The requirements consist of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS2006;
c) two elective courses, normally in Educational Administration.

Students may begin the program of study in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the requirements may be completed in the Fall and Winter Sessions (September to April). If part-time, the requirements may be completed through attendance in Fall, Winter and Summer Sessions.

Degrees

The M.Ed. and Ed.D. degree programs are designed to prepare practitioners for leadership careers at various levels. These degree programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. degree programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas in this applied field of study, and their research involves the application of ideas to practice. The M.A. appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. is especially of interest to those considering a career in the university or in research.

Master of Education

The M.Ed. degree program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission and Degree Requirements section, pages 21 - 27, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter
b) an interest in the study and practice of administration
c) academic qualifications beyond the first degree
d) two letters of reference (see Application Procedures section, page 28). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague

Degree Requirements

Beginning with the 2005/2006 academic year, students will select from the following three options:

Option II which is comprised of:

a) three required courses

TPS1003	Conducting Research in Educational Administration [RM]
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) five other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity
c) a Major Research Paper (MRP) to be carried out under the guidance of a faculty member

OR

Option III which is comprised of:

a) three required courses

TPS1003	Conducting Research in Educational Administration [RM]
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling

NOTE: TPS1040 and TPS1041 should preferably be the first courses taken in a student's program of study. TPS1003 should be taken toward the end of the program of study. TPS1004 is strongly recommended and should be taken at the beginning of the program.

b) three other half-courses, of which at least one must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity
c) a comprehensive thesis to be carried out under the guidance of a faculty member

OR

Option IV which is comprised of:

a) four required courses

TPS1004	Introduction to Research Literacy in Educational Administration [RM]
TPS1040	Educational Administration I: Introduction to Educational Administration: Policy, Leadership and Change
TPS1041	Educational Administration II: Social and Policy Contexts of Schooling
TPS1050	Themes and Issues in Policy, Leadership, Change, and Diversity

NOTE: TPS1004, TPS1040 and TPS1041 should preferably be the first courses taken in the student's program of study. TPS1050 should normally be taken as the final course in the student's program.

b) six other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the four research areas: Policy, Leadership, Change, and Social Diversity

Students contemplating applying to a doctoral program of study which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements. Once students are past the 'minimum period of registration' or have begun their last required course (whichever comes first) they must continue to register until theses or MRPs are approved.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program of study in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

Off-Campus and Distance Education Courses - (M.Ed. and Certificate students)

Some sections of existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus courses. Information materials for both off-campus and on-campus courses will be available on-line at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2007.

Further information is available from:
Lorayne Dunlop-Robertson, M.A./M.Ed. Coordinator
Telephone: 416-923-6641 ext. 2757
E-mail: lrobertson@oise.utoronto.ca

Doctor of Education

The Ed.D. program in Educational Administration is a cohort-based program intended to develop highly competent leaders for senior administrative positions in school systems, colleges, universities, and other educational institutions (such as the Ministry of Education). The program is specifically designed to help working professional educators develop the intellectual and research skills to refine their practice as leaders in school systems and in post-secondary education. Candidates for this program have the opportunity to undertake a significant academic accomplishment while continuing to work at their current roles.

The focus of the program is on advanced, theory-informed, professional practice and accordingly, this program values the world of practice as a rich field for research and reflective practice. Reflective practice is used as the lens through which advanced theory and research on policy, leadership, change, and social diversity are applied to practical administrative problems. The program is designed to satisfy the needs of leaders who recognize the need for further professional inquiry and analysis to deal with the increasing complexity of problems related to the operation of educational organizations. Through their studies in this program, candidates will seek to understand theory, make research-informed decisions, examine their own practice, critically evaluate policy, and engage others in collaborative endeavours to improve student learning.

Candidates to this program may be from post-secondary education, elementary and secondary schools, and other educational institutions. Diversity is valued and encouraged in order to build wider understandings of the work in educational leadership across organizations. Candidates should be aware this program takes a minimum of three years to complete and includes a thesis requirement.

Key aspects of the Ed. D. program include the following:

Cohort: The program is cohort-based in order to encourage the development of networking and communication skills, to build a collegial community of practice and quality connections between students and faculty.

Sequence: In order to support the cohort model, there is a specified sequence to the recommended courses.

Practice: The courses are based in the practice of educational administration and focus on reflective practice. Knowledge and theory are applied to address issues and problems the administrators are facing in their work.

Research: This program encourages candidates to lead future research and evaluation work in educational settings. There is, in addition, a strong reflective practice basis to the course offerings, including one reflective practice course.

Admission Requirements

In addition to the general requirements given in the Minimum Admission and Degree Requirements, the Educational Administration program specifies the following for admission to the Doctor of Education program:

a) the applicant should hold a Master's degree with specialization in Educational Administration or an equivalent degree. Additional coursework may be required from those who do not have a background in administrative studies. A qualifying research paper (QRP) will be required

b) the applicant must be in a successful leadership position in education; or must have held a leadership position successfully; or must demonstrate potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant secures from a senior administrator to whom the applicant has reported, commenting on the applicant's achievement in identifying and solving educational problems; ability to lead others; accomplishments; and awareness of current social and educational issues. A curriculum vitae must be submitted

c) the applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement

Degree Requirements

The Ed.D. degree program is organized into five complementary components:

1) Ed.D. core courses are six mandatory half courses:

TPS3025	Personal and Professional Values of Educational Leadership (examines the personal and professional values and ethics of educational decision-making and policy)
TPS 3040	Administrative Theory and Educational Problems I: People and Power in Organizations (applies theory and research to problems of people, power, and policy in organizations)
TPS 3041	Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education (examines the content, development, and significance of educational policy)
TPS 3042	Field Research in Educational Administration (a field research course where candidates examine methods of field research, action research and case studies in educational administration)
TPS 3044	Internship/Practicum in Educational Administration (there are three options – all three practical experiences have the same structure: a reflective practice core, an authentic growth problem, and work with a mentor/mentee)
TPS 3047	Research Seminar on Research in Authentic Settings (the focus is as a participant in the research – reflective practice and/or action research)

2) Two other half courses, one of which must be at the 3000-level;

3) Successful completion of a portfolio of reflective practice;

4) A thesis proposal hearing;

5) A doctoral thesis, one component of which may be a document of the kind used in the field, such as a policy document or policy handbook, white paper or restructuring plan.

Intake

Intake to the program occurs every three years, allowing the third year to be an intake year.

Program Design

In Year 1, there are three required Foundation courses:

May/June	– 1 required course (TPS3040)
July/August	– 1 required course (TPS3041)
Sept - April	– 1 required online course (TPS3025) and 1 elective

In Year 2, the course load is four courses:

May/June	– 1 required course (TPS3042)
July/August	– 1 elective (second elective)
Sept-April	– 2 required courses (TPS3044 and TPS3047)

NOTE: May/June courses are offered on Friday afternoon/Saturday to allow working professionals to take the program while continuing to work and to attend from a wider geographical region.

How this Ed.D. program differs from the Ph.D.:

- ✦ Application (includes CV and experience in administration)
- ✦ Internship course (includes the internship/practicum)
- ✦ Research course (includes action research component)

Master of Arts and Doctor of Philosophy

The M.A./Ph.D. degree program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. degree program.

Applicants to the degree program must include with their application, a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A./Ph.D. degree program would help in the attainment of future career goals.

Upon entry, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of an advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this ***Bulletin***, applicants should contact the M.A. or Ph.D. Program Coordinators in the Educational Administration Program.

Admission Requirements

Admission to the M.A. degree program requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program of study, completed with the equivalent of a University of Toronto **B+** standing in the final year (see the Minimum Admission and Degree Requirements section, pages 21 - 27). The M.A. program of study consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. degree program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto **A-**. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. degree program for those who have completed an M.A. within the Department, is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and degree requirements for M.A. and Ph.D. degree programs are set out in the Minimum Admission and Degree Requirements section, pages 21 - 27.

Degree Requirements

✦ Master of Arts

At least half of the required courses for an M.A. degree program must be completed in the Educational Administration Program. The remaining courses may be selected from those offered in the Department, in other departments of OISE, or in other graduate departments of the University of Toronto. Students are required to take the following courses: TPS1003, TPS1004 and TPS1040. TPS1041 is strongly recommended. Normally the courses chosen for the M.A. program of study will be at the 1000-level.

✦ Doctor of Philosophy

The Ph.D. degree program is comprised of at least six new half-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective advanced-level (3000) course in Educational Administration. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

The Ph.D. program may be taken on either a full-time or flexible-time basis. To be admitted on a flexible-time basis applicants should be active professionals who demonstrate connections between their professional work and their proposed course program, or between their professional work and their proposed research.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program of study meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the four research areas: Policy, Leadership, Change, and Social Diversity. Any deviation from the program of study described above must be approved in writing by the M.A. or Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination and a thesis proposal hearing. A thesis is required.

Further information is available from:
Lorayne Dunlop-Robertson, M.A./M.Ed. Coordinator
Telephone: 416-923-6641 ext. 2757
E-mail: lrobertson@oise.utoronto.ca

OR

Jim Ryan, Ph.D/Ed.D. Coordinator
Telephone: 416-923-6641 ext.2438
E-mail: jryan@oise.utoronto.ca

Program Research Areas

Educational Administration students are encouraged to concentrate elective coursework in one of four research areas: Policy, Leadership, Change, and Social Diversity.

Policy

TPS1005	The Computer in Educational Administration
TPS1018	Political Skill in the Education Arena
TPS1024	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS1027	The Search for Educational Quality and Excellence in a Global Economy
TPS1027	La recherch de la qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy Delivery in Schools
TPS1030	The Legal Context of Education
TPS1036	Planning in Educational Organizations
TPS1045	Language Policy Across the Curriculum
TPS2006	Educational Finance and the Economics of Education
TPS3018	Governing Education: A Seminar on Politics
TPS3030	Advanced Legal Issues in Education
TPS3037	Strategic Planning in Educational Organizations
TPS3045	Educational Policy and Program Evaluation

Leadership

TPS1016	School Program Development and Implementation
TPS1026	Evaluation of Professional Personnel in Education
TPS1042	Educational Leadership and Cultural Diversity
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3025	Personal and Professional Values of Educational Leadership
TPS3046	Gender Issues on Educational Leadership
TPS3047	Research Seminar on Leadership and Educational Change

Change

TPS1012	Organizational Culture and Decision-Making
TPS1020	Teachers and Educational Change
TPS1025	School Effectiveness and School Improvement
TPS1036	Planning in Educational Organizations
TPS1047	Managing Changes in Classroom Practice
TPS1048	Educational Leadership and School Improvement
TPS3020	Educational Change in the Postmodern Age
TPS3037	Strategic Planning in Educational Organizations
TPS3047	Research Seminar on Leadership and Educational Change

Social Diversity

TPS1019	Diversity and the Ethics of Educational Administration
TPS1042	Educational Leadership and Cultural Diversity
TPS1045	Language Policy Across the Curriculum
TPS3046	Gender Issues on Educational Leadership
TPS3055	Democratic Values, Student Engagement and Democratic Leadership

Courses

The following list demonstrates the range of courses offered within the Educational Administration Program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration Program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Conducting Research in Educational Administration [RM]

A seminar examining the strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, conducting research and writing reports in educational administration. During this course the student will prepare the proposal for their Major Research Paper.
NOTE: All master's candidates are strongly recommended to take this course towards the end of their program.
D. Hache, S. Padro, J.J. Ryan

TPS1004H Research Literacy in Educational Administration [RM]

The goals of this course are to provide students with an introduction to the purposes of research in educational administration and to assist students in learning how to obtain, evaluate, interpret, and use research in their work as educators and in their graduate studies. Possible topics include: overview of different research paradigms and research strategies used in studies of policy, leadership, and change; how to critically analyze the strengths and weakness of research; how to conduct a review of literature and build a bibliography; dissemination of research; the connections between research, policy, and practice; the role of research and evaluation departments; leadership roles in sponsoring, directing, using, and communicating research.
NOTE: All master's candidates are strongly recommended to take this course at the beginning of their programs.
Staff

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include issues related to policy, planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry as well as post-secondary levels are presented.
S. Padro

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario, Canada, and internationally; theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
S. Anderson

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
J. Flessa

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
J. Portelli

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
N. Bascia

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

TPS1024H Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies

A philosophical inquiry of issues that arise in educational administration and policy studies. Examples of issues include: Differing conceptions of administration and leadership; power and authority in education; the role of critical thinking; standards and diversity; bias in schools; censorship and controversial issues; the role of schooling in a pluralistic society; indoctrination and parental rights; common and separate schools. Case studies will be used to encourage students apply differing philosophical stances to practical situations.
J. Portelli

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
D. Hache

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
Staff

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.
D. Haché

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.
D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to areas such as: organizational change, leadership and culture.
S. Padro

TPS1040H Educational Administration I: Introduction to Educational Administration: Policy, Leadership and

This course provides an introduction to educational policy, leadership and change in general and to this program in particular by focusing on foundational concepts and theories significant to the understanding of education and educational administration. It offers a critical examination of a wide range of topics central to educational administration, educational policy, leadership and change, such as organization, community, power, authority, change, difference, leadership, and values. This examination will take into account major historical developments in the field as well as differing theoretical stances or paradigms, such as positivism, functionalism, interpretivism, critical pedagogy, feminism, post-structuralism and post-modernism. The course will help students understand how to use theory to make sense of educational practice in productive ways.

NOTE: All master's candidates are strongly recommended to take TPS1040 as the first course in their program and before taking TPS1041.
J.J. Ryan, J. Portelli and Staff

TPS1041H Educational Administration II: Social and Policy Contexts of Schooling

This course will focus on the social and policy contexts in which elementary and secondary educators work. Students will be exposed to a variety of issues related to schooling in a diverse and complex environment such as: differing purposes, philosophies, and values of education; multiculturalism and social justice; equity issues related to race, class, gender, and language; parental influences on schooling; the relationship of schooling to the labor market and the economy; choice of school and program; decentralization and centralization; standards and accountability; educational finance; school reform; educational and non-educational pressure groups and stakeholders. Through an exploration of these or related topics, this course will help students to continue to develop their understanding of different paradigms and methods used in research in educational administration, leadership, policy and change.

NOTE: All master's candidates are strongly recommended to take TPS1041 as their second course after completing TPS1040.
D. Hache, R. Joshee and Staff

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

Staff

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

S. Anderson and K. Leithwood

TPS1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

B. Mascall

TPS1050H Themes and Issues in Change, Leadership, Policy, and Social Diversity

This course has been designed to be the final course for students in the 10-course M.Ed. Program in Educational Administration. The course provides an opportunity for students to explore and develop a comprehensive view of the field of educational administration, through a series of seminars designed to help summarize, integrate and consolidate knowledge of the field. Students will link particular problems in practice to the theoretical bases of the field, through the lenses of the major strands of our program: change, leadership, policy and social diversity. There will be a focus on analysis, synthesis and application, building a deeper understanding, situated in the broader field. The culmination of this course will be the creation of a comprehensive portfolio reflecting the student's understanding of the breadth and depth of the field.

B.Mascall, R. Joshee and Staff

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS2006H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.

NOTE: Students who have taken TPS1017 or TPS1841 will not be eligible to take this course for credit.

D. W. Lang and Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017H or permission of instructor.

Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.

N. Bascia

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.

J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.

Staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.

S. Stiegelbauer and Staff

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.

Staff

TPS3029H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

Staff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.

M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

J.J. Ryan, J. Flessa and Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

NOTE: Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.

R. Joshee and Staff

TPS3042H Field Research in Educational Administration [RM]

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
J.J. Ryan

TPS3043H Survey Research in Educational Administration [RM]

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003H or CTL2004H or SES1902H or permission of the instructor.
S. Padro, B. Levin and Staff

TPS3044H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
Staff

TPS3045H Educational Policy and Program Evaluation

This course provides a working understanding of the political processes of policy formation, implementation and consequences, as well as program evaluation processes and methods, interpretation, and utilization, emphasizing their role in educational practice and using specific educational issues, activities and actors to illustrate more broadly applicable concepts. The major project for the course will involve students' development of a piece of policy analysis or a program evaluation plan.
N. Bascia

TPS3046H Gender Issues on Educational Leaderships

This course examines gender issues and uses gender as a conceptual lens to explore policies, practices, relationships, and experiences in schools and other educational settings, with particular attention to implications for administration. Besides covering a broad range of educational issues and perspectives, this course focuses on gender rather broadly, considering the experiences of males as well as females, the impact of heterosexism on children and adults, and relationships between gender and other social characteristics such as race and ethnicity. Students are encouraged to bring in topics of particular interest and to use the course to explore practical problems and issues.
N. Bascia

TPS3047H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K. Leithwood

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052H.
Staff

TPS3055H Democratic Values, Student Engagement, and Democratic Leadership

An examination and application of democratic values to issues of student engagement and leadership. The course will explore the relationship between student engagement and critical-democratic leadership, and the implications that arise for educational administration and curriculum from the nature of this relationship. This course should be of interest to both teachers and administrators.
J. Portelli

Higher Education Program

Daniel W. Lang, Ph.D. (Toronto)
Program Coordinator and Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Sandra Acker, Ph.D. (Chicago)
Professor, cross appointed from the Department of Sociology and Equity Studies
(gender and education; work, cultures and careers of teachers and academics; teacher education; sociology of education; higher education)

Anthony C. Chambers, Ed.D. (Florida)
Assistant Professor
(student development, student engagement, civic engagement)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Vice-President, Human Resources, University of Toronto
(learning and learning systems in higher education; continuing education; access and equity issues in higher education; human resource issues in higher education)

Glen A. Jones, Ph.D. (Toronto)
Professor and Associate Dean, Academic
(systems and politics of higher education in Canada)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxana Ng, Ph.D. (Toronto)
Professor, cross-appointed from Adult Education and Counselling Psychology and Sociology and Equity Studies
(feminist, anti-racist, anti-colonial studies; immigrant women; work restructuring and globalization; gender, race and class analysis; health, body and embodied learning based in eastern philosophical traditions; social movement learning; integrative approaches to equity in education; feminist and qualitative research including feminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Creso Sa, Ph.D. (Pennsylvania State)
Assistant Professor
(research-intensive universities, institutional change, interfaces with industry; emerging organizational structures; higher education reform, science and technology)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(the law and higher education)

Professors Emeriti

Michael Skolnik, B.Phil. (Oxford)
Cicely Watson, Ph.D. (Harvard)
David Wilson, Ph.D. (Syracuse)

Associated Instructors

Mathieu Albert, Ph.D. (Montreal)
Assistant Professor, Cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(sociology of sport, education and technology, production of knowledge)

Pat Armstrong Ph.D. (Carleton)
Professor, Department of Sociology, York University
(health care policy, structure of work, women and health)

Zubin Austin, Ph.D. (Toronto)
Assistant Professor, Faculty of Pharmacy
(learning and development in the health professions)

Paul Axelrod, Ph.D. (York)
Professor and Dean, Faculty of Education, York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, Department of Family and Community Medicine, University of Toronto
(faculty development; instructional development; clinical professional education)

W. Berry Calder, Ed.D. (Toronto)
Provost and Vice-President Academic, NAIT
(change management, survey research and design, strategic planning, organizational communications, the community college, student outcomes)

Liang Chen, Ph.D. (Toronto)
(College choice, graduate education, international education, professional education, teaching and learning, and student experience)

Vanaja Dhruvarajan, Ph.D. (Chicago)
Senior Scholar and Professor of Sociology
University of Winnipeg
(globalization, gender and anti-racism)

John G. Dimond, Ph.D. (Toronto)
Secretary Emeritus, The Governing Council, University of Toronto
(governance; faculty and executive recruitment)

Peter Dietsche, Ph.D. (Toronto)
Vice-President of Research, Mohawk College of Applied Arts and Technology
(student development; educational excellence; organizational change; strategic planning)

Adam Dubrowski, Ph.D. (Waterloo)
Assistant Professor, cross-appointed from Wilson Centre for Research in Education, Faculty of Medicine
(surgical training; eyecare, education and support)

Jason Frank, M.D. (Ottawa), M.A. (Toronto)
Assistant Professor, Faculty of Medicine, University of Ottawa
(health science labour planning, evaluation)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Robert A. Gordon, Ed.D. (Massachusetts)
President, Humber College Institute of Technology and Advanced Learning
(the community college, leadership and administration in higher education)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(professional development)

Avi Hyman, Ed.D. (Toronto)
Faculty of Medicine and Department of Theory and Policy Studies
(administrative policies and practice related to educational technology in higher education and K-12)

Merle Jacobs, Ph.D. (York)
Assistant Professor, Department of Sociology, York University
(employment equity for racial minorities and Aboriginal people in Health Care)

Katharine Janzen, Ed.D. (Toronto)
Associate Vice President, Seneca College
(leadership and change in education; teaching/learning strategies; theory and practice of curriculum development)

Gabrielle Kane, Ed.D. (Toronto)
Assistant Professor, Department of Radiation Oncology, Faculty of Medicine
(distance education, interactive learning, professional competence)

Heather Lane, Ph.D. (Bowling Green)
Director of Student Life, University of Guelph
(student development; student residential life)

Vicki LeBlanc, Ph.D. (McMaster)
Assistant Professor, cross-appointed from Wilson Centre, for Research in Education, Faculty of Medicine
(para-professional education, continuing education)

Jing Lin, Ed.D. (Michigan)
Associate Professor, Department of Educational Policy and Leadership, University of Maryland-College Park
(comparative higher education, education and cultural sustainability)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children and the University of Toronto
(communication in health professional settings; qualitative research methods)

Geraldine (Jody) Macdonald, Ed.D. (Toronto)
Senior Lecturer & Chair, Undergraduate Program, Faculty of Nursing, University of Toronto
(new faculty development; course design; holistic and transformational learning)

Jodi Herold McIlroy, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine
(faculty development; evaluation of professional competence; inter-professional communication)

Ann Mullen, Ph.D. (Yale)
Assistant Professor, cross-appointed from Department of Sociology, Faculty of Arts and Science
(education, inequality, gender, and sociology of culture)

Louise Mullins Nasmith, M.D., M.Ed., (McGill)
Professor, Department of Public Health Sciences, Faculty of Medicine
(small group teaching; clinical education; faculty development)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law, University of Toronto
(Canadian higher education; public policy formation)

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Health Policy and Management, York University
(health effects of income inequality and poverty; the quality of life of communities and individuals)

Scott Reeves, Ph.D. (City University, London)
Associate Professor, The Wilson Centre, Faculty of Medicine
(inter-professional practice, training, and collaboration)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Dorothy Goldin Rosenberg, Ph.D. (Toronto)
Volunteer Education Co-ordinator, the Women's Healthy Environments Network (WHEN)
(transformative higher education and feminist activism for ustainability)

Souraya Sidani, Ph.D. (Arizona)
Professor, Faculty of Nursing
evaluation of interventions; research methods; measuring linical effectiveness)

Nicole Woods, Ph.D. (McMaster)
Lecturer, Department of Surgery, Faculty of Medicine
learning and memory; applied cognition; medical education)

Stacey J. Young, Ph.D. (Toronto)
Policy Analyst, Ontario Ministry of Training, Colleges and Universities
(public policy and higher education; higher education finance policy; history of higher education in Ontario; student aid systems)

Degrees

Master of Education

The Higher Education Program offers an M.Ed. in Higher Education including an M.Ed. in Health Professional Education and an M.Ed. with a focus on student development. The programs can be completed on either a full-time or part-time basis. Students in the M.Ed. in Higher Education are required to pursue the M.Ed. **Option I** program of study and students in the M.Ed. in Health Professional Education will normally register in the M.Ed. **Option II** program of study. The Program Coordinator can provide more information on the M.Ed. in Health Professional Education.

Degree Requirements:

Option I (M.Ed. in Higher Education)

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) eight half-courses, of which at least three must be in Higher Education
c) a written General Comprehensive Examination

Option II (M.Ed. in Health Professional Education)

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education
b) six half-courses, of which at least two must be courses in the Health Profession Education Field and two must be courses in general Higher Education;
c) a research project (Masters Research Paper)
d) a written General Comprehensive Examination

Master of Arts

Applicants must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence must be submitted with the application. The evidence may be an undergraduate thesis, long essays or papers written for undergraduate courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the master's degree level.

Degree Requirements:

The M.A. program consists of eight half-courses, which must include:

a) a full course, TPS1803Y - Recurring Issues in Postsecondary Education

b) six additional half-courses, of which at least three must be in Higher Education. The number of additional half-courses may be reduced to four for students with prior undergraduate or graduate degrees that are relevant to the study of Higher Education
c) a thesis
d) a written General Comprehensive Examination

Off-Campus and Distance Education Courses

Some existing courses are offered off-campus and by computer conferencing in order to make them available to people in localities far from Toronto. The admission requirements are the same for off-campus courses as for regular on-campus courses. Information materials for both off-campus and on-campus courses will be available at **<www.ro.oise.utoronto.ca>** in March. New applicants should apply by December 1, 2007.

Doctor of Education

The Ed.D. degree program may be taken either full-time or part-time. In either case, however, a minimum of one-year of full-time study is required. The year of full-time study does not have to be contiguous.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or masters thesis, long essays or papers written for masters level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or other equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally they would include:
  - TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education.
  - at least two half-courses in Higher Education
  - a half-course in research methodology approved by the faculty advisor
  - one half-course selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto
  - a supervised applied research practicum (equivalent to one half-course)
  - a collaborative pro-seminar (equivalent to one half-course)

b) a written General Comprehensive Examination (if not completed previously)
c) a Doctoral Specialization Examination
d) a thesis reporting the results of original research on an applied topic in post-secondary education

Community College Leaders Research Area

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and degree requirements for the Community College Leaders research area are generally the same as for the flexible-time Ph.D. degree program. The main differences are:

a) the Community College Leaders research area is focussed on the study of community colleges
b) is delivered in a cohort format
c) requires two consecutive Summer Sessions of full-time attendance. Full-time registration must be maintained from September through August each year thereafter.
d) requires a minimum of eight half-courses

For more information about the Community College Leaders research area, contact:
Michael Skolnik, Theory and Policy Studies in Education
E-mail: mskolnik@oise.utoronto.ca

Doctor of Philosophy

The Ph.D. program may be taken on either a full-time or a flexible-time basis. To be admitted on a flexible-time basis applicants normally should be active professionals who demonstrate connections between their professional work and their proposed course program, and between their professional work and their proposed thesis research.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit written evidence of their ability to define a research question or problem, to devise a research design, and to analyze and report research findings, all in an academically rigorous manner. This evidence may be an undergraduate or masters thesis, long essays or papers written for masters level courses, reports and studies written as part of employment, or other documents that demonstrate the applicant's ability to conduct research at the doctoral level. This evidence must be submitted with the application.

Degree Requirements

a) a minimum of six half-courses beyond a relevant and acceptable M.Ed. or M.A.. In individual cases students with a highly relevant master's degree or othe equivalent graduate degree may be admitted, but additional courses in Higher Education will be required. Normally these would include:

- TPS1803Y – Recurring Issues in Post-secondary Education (which is a full course). Students who completed TPS1803Y as part of their M.Ed. or M.A. program must take two additional half-courses in Higher Education
- at least two half-courses in Higher Education
- a half-course in research methodology approved by the faculty advisor
- one half-course selected either in Higher Education or in another graduate program at OISE, or, with the approval of the faculty advisor, in another graduate department at the University of Toronto

b) a written General Comprehensive Examination (if not completed previously)
c) a Doctoral Specialization Examination
d) thesis reporting the results of original research in post-secondary education

Further information is available from:
Daniel Lang, Program Coordinator
Telephone: 416-923-6641 ext. 7116
E-mail: dan.lang@utoronto.ca

Courses

The following list demonstrates the range of courses offered within the Higher Education Program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1802Y Theory in Higher Education

This course surveys different theoretical approaches to the study of higher education and knowledge construction focusing on key authors in each tradition. Different theoretical perspectives in the higher education literature include the political economic, social psychological, critical (neomarxist, feminist, anti-racist, anti-colonial), and postmodern and poststructural, as well as writing based on scientific metaphors. Students will begin to identify the often unarticulated theoretical assumptions of writing in higher education, as well as to examine how theory is used by various writers and researchers in this field. The course is intended to assist students in choosing appropriate theoretical frameworks for their thesis or project research.
L. Muzzin

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
M. Skolnik and B. Vigil Laden

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.

NOTE: This course with a systems focus complements TPS1811H, which has an institutional focus.
D. Hache and D.W. Lang

TPS1808H Research in Health Professional Education [RM]

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects.

NOTE: The course is designed for students enrolled in the M.Ed. specialization in health professional education.
G. Regehr and L. Lingard

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
J. Herold McIlroy

TPS1811H Institutional Research and Planning [RM]

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level.
NOTE: This course with an institutional focus complements TPS1807H, which has a systems focus.
D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneurial university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional Education

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technical expertise, as well as theories of expert development and their applications to health professional education. The course is designed around readings from the cognitive and educational psychology literature and relevant readings from the health professional education literature.
V. LeBlanc

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.
J.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
J. L. Magnusson

TPS1817H Nurturing Professional Education

This course begins with the contemporary critique of professional education as ivory towerish, reductionist, exclusionary and monocultural and examines proposals for more practice-based, holistic, inclusionary and emancipatory approaches. Proposals for revitalizing professional education in the new millennium have emerged from a variety of theoretical orientations, including social psychological, critical, postcolonial and poststructural. In this course, we will focus on the writings of Freire, Bertell, Schon, Noddings, Nightingale, Watson, Shiva, Harding, Haraway and Smith.
L. Muzzin

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
Staff

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M.L. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in th department. The topics will be announced each spring in the Winter Session and Summer Session OISE course schedules.
Staff

TPS1821H Institutional Differentiation in Postsecondary Education

This course will examine the nature of institutional differentiation in postsecondary education, theories which have been advanced to explain observed trends and patterns in institutional differentiation, and policy implications. Particular attention will be given to the following distinctions: degree and non-degree; public and private; comprehensive and special mission; education sector and non-education sector; traditional and nontraditional; and teaching centered and learning centered. The course will look also at comparative study of institutions as an analytical tool in the study of postsecondary education.
M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

D.W. Lang

TPS1825H Comparative Education Theory and Methodology [RM]

This course provides an overview of the evolution of comparative education as a field of study, covering historical-philosophical, positivistic, phenomenological and neo-Marxist approaches to the field. It also looks at how comparative education scholars have responded to the literature of postmodernism and globalization. Central themes of the course are the purpose of comparative education, the impact of diverse views of social change, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.

R.E.S. Hayhoe

TPS1826H Comparative Higher Education

This course provides an overview of the field of comparative higher education, beginning with perspectives from the different civilizations which fostered higher learning in the pre-modern era. It considers theories from comparative ducation and disciplines such as history, sociology and nthropology as they apply to understanding higher education n global context. It also takes both a regional and a thematic pproach in looking at higher education across different ocieties. Themes covered in the course include gender in igher education, curricular patterns across different societies, tudent issues and the relation of higher education to the tate.

R.E.S. Hayhoe

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.

G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.

J.L. Magnusson

TPS1832H East Asian Higher Education

This course examines traditions of scholarship and scholarly institutions in East Asia, relating them to such major religious and philosophical perspectives as Confucianism, Buddhism, Taoism and Shintoism. Modern universities and higher education systems in China and Japan are analysed comparatively, as they drew upon Western models of the university, yet also incorporated aspects of their own traditions. Comparison with the higher education of other East Asian societies will also be encouraged. The course will enable students to grasp the main lines of difference between higher education in East Asia and the West, as well as differentiate some of the threads that have contributed to diversity within the region.

R.E.S. Hayhoe

TPS1833H Academic Capitalism: Higher Education with a Corporate Agenda

Over the past twenty years research universities across many international jurisdictions have become increasingly entrepreneurial and aggressive in their pursuit of corporate relationships. This trend must be contextualized in terms of regional restructuring of higher education systems in an era of economic globalization. There is now abundant evidence that this trend influences many aspects of the university, including curricula, research, governance, and policy. In this course, students will be involved in critically examining the implications of academic capitalism, especially in terms of equity, human rights, and world environment issues.

L. Muzzin

TPS1834H Qualitative Research in Higher Education [RM]

This course is designed for students who are planning, collecting data, analyzing or writing up thesis or other qualitative research. Classes will involve reading about the theoretical paradigms (e.g. interactionish, phenomenological, critical feminist, postcolonial/emancipatory) and research methodologies and types of analysis and interpretations being used by students (e.g. participant observation, thematic analysis, focus groups, individual interviews, ethnography,

autoethnography, grounded theory, critical ethnography, participatory action research, life histories/narratives, institutional ethnography, textual analysis, policy or program analysis). Selected ethical issues that are often encountered in the process of doing research will also be covered. Special attention will be paid to analysis and interpretation of the data, with students presenting their changing views of their chosen topic at each session for feedback and referral to relevant literature.
L. Muzzin

TPS1837H Environmental Health, Transformative Higher Education and Policy Change: Education Toward Social and Ecosystem Healing

In this course, environmental health is framed as a field of research, education, policy and advocacy endeavours that links the natural, health and social sciences with the worlds of the academy, community, business, economics, labour, governments and media. It includes physical, social, cultural, spiritual and societal relationships which are multidirectional and interlinked with the health and well being of all life. In the context of transformative higher education, the course will help students to develop critical thinking, investigative, analytical and practical skills to better understand the constraints of scientific certainty and uncertainty in today's complex world in order to address lifestyle as well as public policy changes. The issues are framed within the broad socioenvironmental perspectives on health promotion reflected in the goals of the Ottawa Charter for Health Promotion - strengthening community action, developing personal skills, creating supportive environments, helping in skills development to educate, enable, mediate and advocate. Readings will include selected works by Steingraber, Colborn, Hancock, Chu, Bertell, Davis, CELA/OCFPEHC, IJC, Van Esterik and Health Canada.
Staff

TPS1838H Continuing Education

The intent of this course is to explore current issues in continuing education including: access, quality, cost, profit/nonprofit providers and the use of technology. Of particular interest are the needs of a diverse population of adult learners, especially with respect to part-time study and factors related to the successful completion of Continuing Education programs; the roles of colleges, universities, the work place and professional organizations in the provision of non-credit as well as baccalaureate and post baccalaureate programs; the impact of educational technologies on the accessibility and the quality of continuing education.
A. Hildyard

TPS1839H Administration of Technology in Higher Education

This course will examine the administration of technology in higher education settings. Topics may include planning, procurement and implementation of technology infrastructures, including productivity technology for staff and faculty, student computing services and support, registrarial systems, online teaching systems, professional development, library systems, and academic and acceptable use policies.
Staff

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.
M. L. Skolnik

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS2006H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.

NOTE: Students who have taken TPS1017 or TPS1841 will not be eligible to take this course for credit.
D. W. Lang and Staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level
Description as for TPS 1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level
Description as for TPS 1852H.
Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses are accepted for credit in Higher Education:

AEC1107H	Developing and Leading High Performing Teams: Theory and Practice
AEC1114H	Comparative and International Perspectives in Adult Education
AEC1131H	Teaching, Learning, and Working in Nonprofit Organizations
AEC1146H	Women, Globalization and Citizenship
AEC1173H	Creativity and Wellness: Learning to Thrive
AEC1181H	Embodied Learning and Qi Gong
AEC1207H	Counselling Topics in Sexual Orientation and Gender Identity/Diversity
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3140H	Post-Colonial Relations and Transformative Education
AEC3173H	Effecting Change: Creating Wellness
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
CHL5607H	Teaching and Learning by the Health Professions: Principles and Theories
HDP1216H	Psychoeducational Assessment
LAW384H	Intellectual Property
SES3932H	Contemporary Perspectives on Women and Higher Education
SOC6019H	The Sociology of Gender and Work

NOTE: Higher Education students may choose one of the following courses to fulfill their research methods requirement for the doctorate:

Adult Education and Counselling Psychology

AEC1145H	Participatory Research in the Community and the Workplace [RM]

Curriculum, Teaching and Learning

CTL1108H	The Phenomenological Curriculum
CTL1112H	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306H	Qualitative Research Methods in Education: Concepts and Methods [RM]
CTL1809H	Narrative and Story in Research and Professional Practice
CTL1810H	Doctoral Seminar in Qualitative Research on Teaching
CTL1861H	Critical Ethnography [RM]

Human Development and Applied Psychology:

HDP1288H	Intermediate Statistics and Research Design [RM]
HDP3201H	Qualitative Research Methods in Human Development and Applied Psychology [RM]

Sociology and Equity Studies in Education:

SES1905H	Qualitative Approaches to Sociological Research in Education [RM]
SES3930H	Advanced Seminar on Feminist Methodology and Education [RM]

Department of Public Health Sciences, University of Toronto:

CHL5111H	Qualitative Research Methods
CHL5115H	Topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024H	Qualitative Research: Foundations, Methods and Designs

Courses that fulfill the Health Professions' Requirement for the M.Ed. Program:

AEC1181H	Embodied Learning and Qi Gong
TPS1804H	Issues in Medical/Health Professional Education
TPS1808H	Research in Health Professional Education [RM]
TPS1810H	Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions
TPS1812H	Education and the Professions (can be used for regular or health requirement)
TPS1813H	Issues in Cognitive and Educational Psychology: Implications for Health Professional Education
TPS1817H	Nurturing Professional Education (can be used for regular or health requirement)

History and Philosophy of Education Program

There are two Fields of Specialization within the History and Philosophy of Education Program:

- **History of Education**
- **Philosophy of Education** (page 165)

Each field offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees.

Interdepartmental Research Areas

Students may participate in the following Interdepartmental Research Areas:

- Gender Equity in Education (page 181)
- Transformative Learning (page 182)
- Women's Studies/Feminist Studies (page 183)

Collaborative Graduate Degree Programs

Students may also enroll in the following collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE department and the collaborative program.

- Comparative, International and Development Education (CIDE) (see pages 173 - 175)
- Graduate Collaborative Program in Women and Gender Studies (GCWS) (see pages 178)

History of Education Field

Ruth W. Sandwell, Ph.D. (Simon Fraser)
Assistant Professor and Program Coordinator
(history of education in rural Canada; history of the family; popular culture and education in Canada; material culture in the history of family education; historical consciousness in Canada)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Associate Professor
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Professors Emeriti
Ruth Roach Pierson, Ph.D. (Yale)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the History of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degre programs require a thesis except the M.Ed **Option II**, which requires a major research paper and the M.Ed. **Option IV**, which requires 10 half-courses only. Th Ed.D. has a minimum period of full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis.

In addition to the Minimum Admission and Degree Requirements (see pages 21 - 27), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences, arts and humanities will also be considered for admission.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The M.Ed. degree in History of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper or **Option IV** (10 half-courses). (Se the Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in History of

Education; students enrolled in **Option IV** are expected to take at least five half-courses in History of Education. Completion of TPS1460 (History and Educational Research [RM]) is mandatory in both options.

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 21 - 27, for admission and degree requirements.) Applicants to this degree program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations other than History of Education in their master's degree are required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A.) consist of eight half-courses, a minimum of one year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core requirements include two mandatory Ed.D. seminars (TPS3490 - Ed.D. Seminar in the History of Education: I, and TPS3491 - Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

NOTE: All Ed.D. students who began their program of study after July 1, 1992, are required to take a comprehensive examination.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program of study comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 162 - 165.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. (See Minimum Admission and Degree Requirements section, pages 21 - 27 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a degree program, comprising six half-courses and a thesis. In this degree program, TPS1419 (Historiography and the History of Education) is mandatory, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in History of Education, selected in consultation with the faculty advisor. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will be required to establish equivalency with the OISE master's degree program. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their application to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

Core Course Requirements

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless it (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research [RM]).

Program Research Areas

To guide students in selecting their research areas of interest, the History of Education Field offers the following thematic foci:

Feminist Studies

SES1983 and TPS courses: 1412, 1418, 1421, 1426, 1430, 1488, 3417 and 3418.

History of Women and the Family in Education

TPS courses: 1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Immigration, Ethnicity, and Multiculturalism in Education

TPS courses: 1415, 1421, 1424, 1428, 1429, 3428.

The Origins of Modern Schooling

TPS courses: 1400, 1401, 1403, 1405, 1415, 1420.

Theory and Practice of Schooling

TPS courses: 1400, 1401, 1403, 1405, 1407, 1408, 1460.

Courses

The following list demonstrates the range of courses offered within the History of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the prefix is TPS and the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs of study as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1404H History of Rural Education in Canada

Before 1921, the majority of Canadian families lived outside of cities. This course will examine institutional structures, popular responses, and community involvement, and the ways that these factors interacted as state-run compulsory schooling was slowly accepted.
R. Sandwell

TPS1405H History of Education and Film: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which cinema is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
H.M. Troper & D. Levine

TPS1406H Sexuality and the History of Education

This course explores the history of identity and the politics of the body which have been central elements in socialization and education in all societies.
D. Levine

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.

E.M. Smyth

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field is discussed with reference to the central problems of history of education.

NOTE: TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.

D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.

D. Levine

TPS1422H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.

D. Levine

TPS1423H The History of the Family in Canada

Although modern Canadians usually associate the family with the personal and private aspects of their lives, the institution of the family has also been at the centre of Canada's economic, political and cultural structures for hundreds of years. This course will focus on the changing and varied relations among many different kids of parents, children, and the larger social formations within which they lived, emphasizing educational experiences and framing family life in the wider contexts of Canadian history.

R. Sandwell

TPS1424H Religion, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.

H.M. Troper

TPS1426H The History of Gender and Education in Canada

This course explores the changing dimensions of gender relations in Canada from the late 18th to the 20th century. It will examine selected social, cultural, economic, and political developments, shifting meanings of femininity and masculinity in these developments, and their effect on formal and informal forms of education.

C. Morgan

TPS1427H History and Commemoration: Canada and Beyond, 1800s - 1990s

This course will examine historical literature that looks at the different ways in which historical commemorations and historical memory have been forged, the hegemonic meanings of the past created by elites, and the contestation of those meanings by those often formally excluded from these processes: women, members of ethnic and racialized groups, and the working classes. We will look at areas such as state commemorations and the creation of 'tradition', the development of museums, historical tourism, and the designation of monuments and battlefields as sites of national memory. The course will conclude with an exploration of current debates over the place of 'history' in the schools and universities.

C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.

H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

This course explores the ways in which gender relations have been an integral part of colonial and imperial expansion and national identities, from the mid-18th to the mid-20th centuries. We examine both how gender relations helped structure these historical developments and how gender relations were subject to change in various colonial contexts (including 'settler societies' such as Canada). The course readings explore the uneven and historically contingent ways in which processes of colonial and national expansion created new forms of gender asymmetry in both colony and metropole.

C. Morgan

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn primarily from nineteenth and twentieth-century Canadian history. Topics that will be covered include the impact of popular forms of amusement and education: theatre, tourism, public parades and festivals, and commercial exhibitions and museums. We also will explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.

C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS1460H History and Educational Research [RM]

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the beginning of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.

Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

Staff

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: TPS 1422H or permission of instructor.

D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.

Prerequisite: TPS 1428H, TPS 1429H, or permission of instructor.

H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS 1452H.

Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.

Staff

TPS3490H Ed.D. Seminar in the History of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.

Staff

TPS3491H Ed.D. Seminar in the History of Education: II

See description for course TPS 3490H.

Staff

TPS3494H Doctoral Practicum in the History of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Staff

TPS3495H Doctoral Practicum in the History of Education: II
See description for course TPS 3494H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in the History of Education field. For descriptions, see relevant department course listings.

Higher Education

TPS1801H	The History of Higher Education in Canada: An Overview
TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

Sociology and Equity Studies in Education

SES1904H	Sociological Theory in Education
SES1983H	Gender and Historical Sociology

Philosophy of Education Field

John Portelli, Ph.D. (McGill)
Professor and Program Coordinator
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice)

Megan Boler, Ph.D. (University of California Santa Cruz)
Associate Professor
(philosophy of technology; media and education; continental philosophy; feminist and post structural philosophy; social justice in education; cultural studies; critical theory)

Dwight Boyd, Ed.D. (Harvard)
Professor
(ethical issues in education; philosophical issues related to gender, culture and race in education; critical social philosophy of education; moral education)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education; epistemological issues in education; discourse analysis of subjectivity; feminist pedagogy; gender analysis and critical theory)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(analysis of teaching; classroom epistemology; epistemology of subject matter; world views and teaching; pedagogical knowledge; teachers' professional development)

Professors Emeriti

Deanne Bogdan, Ph.D. (Toronto)
Dieter Misgeld, Dr. Phil. (Heidelberg)

Degrees

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in the Philosophy of Education field of specialization. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners, while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed.. The Ed.D. has a minimum period of required full-time study. The M.Ed. and M.A. may be pursued on a full- or part-time basis. The Ph.D. must be undertaken on a full-time basis. In addition to the Minimum Admission and Degree Requirements (pages 21 – 27), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. However, candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

NOTE: Program requirements may be subject to change. Please check with the program coordinator.

Master of Education

The M.Ed. degree in Philosophy of Education may be pursued under either **Option II** (eight half-courses, plus a major research paper) or **Option IV** (10 half-courses). (See the Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and other degree requirements). Students enrolled in **Option II** are expected to take at least four half-courses in Philosophy of Education; students enrolled in **Option IV** are expected to take at least five half-courses in Philosophy of Education. Completion of TPS1440 (An Introduction to Philosophy of Education) is mandatory in both options (unless a course deemed equivalent has already been taken).

Doctor of Education

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission and Degree Requirements section, pages 21 – 27, for admission and degree requirements.) Applicants to this degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated.

Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Applicants with specializations in their master's degree other than Philosophy of Education may be required to take additional courses either as prerequisites to admission or as part of their program of study. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the degree program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses (some or all of which may be taken part-time), a minimum of one year of required full-time study on campus, and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing. All Ed.D. students are required to take a comprehensive examination.

The core requirements include two mandatory Ed.D. seminars (TPS3480 - Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 - Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 - An Introduction to Philosophy of Education, unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may upon approval be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

Master of Arts

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy of Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduate Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 167 – 169.)

Applicants with undergraduate majors in related social science and humanities disciplines may be required to take some additional courses. They are encouraged to submit, with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission and Degree Requirements section, pages 21 – 27 for admission and other degree requirements.)

Doctor of Philosophy

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a degree program comprising six half-courses and a thesis. In this degree program, TPS1440 - An Introduction to the Philosophy o Education, is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected i consultation with the faculty advisor. Courses from other departments, including the University of Toronto Graduat Department of Philosophy, **may upon approval** be substituted for Philosophy of Education courses. (See pages 167 – 169.)

All Ph.D. candidates are required to write a comprehensiv examination. If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must b submitted and approved by two faculty members before registration for the degree program. Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE master's degree. This may entail the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. degree program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

Courses

The following list demonstrates the range of courses offered within the Philosophy of Education field. Not all of the courses listed are offered in any given year.

A course is identified with History and Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1432H Knowledge, Mind, and Subjectivity

This course investigates knowledge, knowing, and knowing subjects as they are represented in modern and postmodern educational theory and practices. The course is designed to facilitate educators' self-reflection on questions of learning and teaching, constructions of knowledge and knowers, and the implications of power/knowledge. Selected topics include: the impact of constructivism on teaching; problems of epistemic dominance and marginalization (Whose knowledge counts?); and representations of learning (styles; ability/disability).

M. Ford

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

J. Portelli

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

Staff

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) may be considered.

M. Boler

TPS1438H Democratic Approaches to Pedagogy

This course explores the theoretical and practical aspects of democratic approaches to pedagogy by critically discussing selected writings of some of the major 20th century philosophers of education and educationists (e.g., John Dewey, Paulo Freire, Jane R. Martin, A.S. Neill, Bertrand Russell, bell hooks, and Iris Young). The exploration of this topic will also include a critical discussion of case studies arising from real classroom contexts.

J. Portelli

TPS1439H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

Staff

TPS1440H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education. It focuses on selected major thinkers, such as Plato, Rousseau, Wollenstonecraft, Dewey, Peters, and Martin, with attention given both to classic texts and to contemporary developments, critiques, and uses of ideas from these texts. Emphasis is placed on the kinds of epistemological, ethical, and political questions that comprise the core of philosophy of education and that need to be addressed to the classic and contemporary literature.

D. Boyd

TPS1441H Philosophical Dimensions of Moral Education

This course explores critical theoretical issues in moral philosophy as they impact moral education. The perennial question of the extent to which moral evaluation should be thought of as universally applicable or relative only to a particular person, group or society is taken as a motivating and anchoring concern. The course then focuses on how legacies of the Enlightenment-such as the conceptual dichotomies of "public/private", "the right/the good", "duty/virtue", etc. - have shaped both contemporary (Western) thinking about morality and approaches to moral education. Examples are drawn from a variety of approaches, but with particular emphasis on Kohlberg's theory of moral development.

D. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course is framed by the belief that contemporary Canadian society must be understood in terms of the facts of cultural diversity and racialized difference and the moral/political commitments to promote respect and equity through public education while also avoiding indoctrination and intolerance. It will focus on the political and philosophical assumptions that underlie these expectations and on the tensions that are revealed when they are held in conjunction. In particular, the different kinds of assumptions

underlying liberalism and perspectives critical of liberalism will be taken as an underlying theme. Throughout, the purpose is to facilitate critical reflection on the moral dimensions and implications of these assumptions.
D. Boyd

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
J. Portelli

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
M. Boler

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1462H Women, Literature, and Education

This course focuses on the representation of women in literature and film to illuminate political philosophies, epistemologies, and social concerns. The course introduces different theoretical and philosophical approaches from literary and film criticism that suggest diverse pedagogies and theories of reading as modes of educational engagement.
M. Boler

TPS1465H Special Topics in Philosophy of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS1471H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session (examples are: standardization and a common curriculum; common schooling and school choice; teacher testing and professional learning; safe schools and "zero tolerance" policies; and controversial issues in the classroom). The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyze some of the underlying philosophical questions and stances.
J. Portelli

TPS3417H Research Seminar in Feminist Criticism, and Pedagogy

This course will explore progressive, critical, feminist, and other radical pedagogies in their theoretical and historical contexts.

The seminar will examine diverse contemporary debates regarding pedagogical questions surrounding such notions as "voice", "empowerment", and "dialogue" that have been advocated and contested within critical educational theory.
M. Boler

TPS3436H Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
Staff

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Theories of Modernity and Education: I

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory,

neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.
Staff

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level
Description as for TPS 1453H.
Staff

TPS3465H Special Topics in Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I
This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II
See description for course TPS3480H.
Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I
This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest.
The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II
See description for course TPS 3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL1032H	Knowing and Teaching

Theory and Policy Studies in Education (Educational Administration Program)

TPS1024H	Critical Conversations: Philosophy, Educational Administration and Educational Policy Studies
TPS3055H	Democratic Values, Student Engagement and Policy Studies

Collaborative Graduate Degree Programs

Aboriginal Health

The graduate units of Adult Education and Counselling Psychology, Anthropology, Geography, Nursing Science, Public Health Sciences, and Sociology and Equity Studies in Education; it is in collaboration with the Faculty of Arts and Sciences' Aboriginal Studies Program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Students who wish to enrol in a collaborative program must apply to and be admitted to both the collaborative program and a graduate department program in one of the collaborating departments. Applicants must also submit to the Program Committee of the Collaborative Program in Aboriginal Health: A personal statement, in the form of a letter no longer than three pages to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in Aboriginal health. The nature of any relationship with an Aboriginal community/organization that already exists or to be developed should also be described.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the “Collaborative Program in Aboriginal Health” in addition to the degree from the OISE department.

Further information is available from:

K. Young
Department of Public Health Sciences
Telephone: 416-978-0298
E-mail: kue.young@utoronto.ca

School of Graduate Studies Calendar 2006/2007, page 195.

Addiction Studies

The graduate units of Adult Education and Counselling Psychology; Anthropology; Biomedical Engineering; Criminology; Information Studies; Medical Science; Pharmaceutical Sciences; Pharmacology; Psychology; Public Health Sciences; Social Work; and Sociology, in collaboration with the Centre for Addiction and Mental Health, the Canadian Centre on Substance Abuse, and the Ontario Tobacco Research unit, participate in this collaborative program. Note that this program is associated with M.A. and Ph.D. degrees only.

The purpose of the program is to develop and integrate graduate training in the multidisciplinary field of addictions, an area that includes the use and abuse of alcohol, tobacco, and psychoactive substances, as well as gambling and other addictive behaviours.

Master’s students are required to take PAS3700H – Multidisciplinary Aspects of Additions, plus a half-year course from a list of approved courses, or a directed reading course. Doctoral students are required to take PAS3700H – Multidisciplinary Aspects of Additions, if they have not already done so, plus one additional half-year course (not taken previously) from a list of approved courses, or a directed reading course. In addition, students must complete the degree requirements of their home department. For a list of approved courses please see the ***School of Graduate Studies Calendar***.

NOTE: Students who successfully complete the program will have noted on their transcripts completion of the “Collaborative Program in Addiction Studies” in addition to the degree from their OISE department.

Further information is available from:

Susan Hall, Graduate Program Coordinator
Department of Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext.2552
E-mail: shall@oise.utoronto.ca

MaryJane Ashley, CoPAS Director
Department of Public Health Sciences
Telephone: 416-978-2751
E-mail: maryjane.ashley@utoronto.ca

Aging, Palliative and Supportive Care Across the Life Course

The Department of Adult Education and Counselling Psychology (AECP) as well as other University of Toronto departments, participate in the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course, offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. This Collaborative Program prepares students for specialization in the field of aging, an area that includes individual human aging and population aging, with an emphasis on viewing aging issues within the perspective of the life course. Students must apply to and register in either the Adult Education and Community Development Program or the Counselling Psychology Program within AECP, and follow a course of study acceptable to AECP and the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course.

Admission Requirements

Applicants must meet the minimum OISE requirements (see Minimum Admission and Degree Requirements section, pages 21 – 27), and the departmental requirements (as outlined on pages 35 – 62). Applicants must also forward application material to the Program Committee of the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course. See the ***School of Graduate Studies Calendar*** for more information.

Program Requirements

Individual student programs of study must meet the requirements of both AECP (as outlined on pages 35 – 62) and the Collaborative Program. Master's students are required to take AGE2000H - Principles of Aging plus one elective from a list of approved courses. Doctoral students are required to take AGE 3000H Advanced Research Seminar in Aging and the Life Course plus one elective from a list of approved courses. For a list of approved courses please see the ***School of Graduate Studies Calendar***. It is expected that the student's thesis or practicum (whichever is included in their program of study) would be in the area of aging, palliative and supportive care across the life course.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed the Collaborative Program in Aging, Palliative and Supportive Care Across the Life Course" in addition to the degree from the Department of Adult Education and Counselling Psychology.

Further information is available from:

Adult Education and Community Development Program
Ardra Cole
Telephone: 416-923-6641 ext. 2497
E-mail: acole@oise.utoronto.ca

Counselling Psychology Program
Lana Stermac
Telephone: 416-923-6641 ext. 2346
E-mail: lstermac@oise.utoronto.ca

Aging, Palliative and Supportive Care Across the Life Course
Suite 106, 222 College Street
University of Toronto
Toronto, Ontario M5T 3J1
Telephone: 416-978-0377
Fax: 416-978-4771
Website: **www.utoronto.ca/lifecourse/collaborative**

Community Development

Community development is the study of change in the social, economic, organizational, or physical structures of a community that seeks to improve both the welfare of community members and the community's ability to control its future. It entails a variety of citizen-led efforts, carried out within or on behalf of a community, to define problems, develop solutions, and attract the resources necessary to implement activities that address the identified problems. It is a process, not an end in itself – the process of organizing, learning, and implementing practices that increase a community's ability to achieve existing goals and increase a community's ability to reach toward higher-level goals in the future.

The hub for this Collaborative Program is the Centre for Urban and Community Studies (CUCS) which promotes and disseminates multidisciplinary research and policy analysis on urban and community issues and the Collaborative Program is a partnership involving four University of Toronto departments/faculties and five graduate programs:

- Adult Education and Community Development (M.A. and M.Ed.) at OISE
- Counselling Psychology (M.Ed.) at OISE;
- Program in Planning (M.Sc.(Pl.)), in the Department of Geography;
- Public Health Sciences (M.H.Sc.) in the Faculty of Medicine;
- Faculty of Social Work (M.S.W.).

Application Procedures

1. Applicants first apply for admission to a participating graduate department/program and comply with the admission procedures of that department/program (their home department/program).

2. After they have been accepted by one of the participating graduate departments/programs, applicants

then send the following to the Program Committee of the Collaborative Program:

a) a copy of the letter of acceptance into one of the participating graduate departments/programs
b) a résumé or curriculum vitae
c) a letter explaining how their program of study and specific research interests relate to community development (i.e., why do you want to enroll in the Collaborative Program in Community Development).

Send the Collaborative Program application to:

Grace Ramirez, Registrar
Collaborative Program in Community Development
Centre for Urban & Community Studies
University of Toronto
455 Spadina Avenue, Suite 400
Toronto, Ontario, Canada M5S 2G8
Telephone: 416-978-0808
Fax: 416-978-7162
E-mail: grace.ramirez@utoronto.ca

Program Requirements

Students register in degree programs in their home department/program and complete its degree requirements, as well as those of the Collaborative Program. To fulfill the requirements of the Collaborative Program, students must complete the following. With the exception of the non-credit Seminar, the courses are options within regular departmental/program degree requirements, not additional courses.

1. The core course "Community Development: Theory and Practice," a half-course
2. Two additional half-courses in the subject area of the program, to be approved by the program director; at least one of these two additional half-courses must be external to the home graduate degree program
3. Mandatory participation in a non-credit coordinating seminar on community development
4. Where required by the home graduate degree program, either a thesis or the major research paper on a topic related to community development.

Common Learning Experience

The Collaborative Program in Community Development will contribute to a common learning experience for enrolled graduate students through the following:

- ✦ The required core course "Community Development: Theory and Practice."
- ✦ A new one-year non-credit seminar series that all students registered in the Collaborative Program are required to attend.
- ✦ Speakers, seminars, and workshops from time to time. Students in the Collaborative Program are expected to participate in these events (including decisions on the themes, topics, speakers, format, etc).

Courses

Core Course

UCS1000H	Community Development: Theory and Practice

The following list will be reviewed annually and updated by the Program Committee.

Adult Education and Counselling Psychology

AEC1102H	Community Development: Innovative Models
AEC1104H	Community Education and Organizing
AEC1289H	Community Mental Health
AEC3119H	Global Perspectives on Feminist Education, Community Development and Community Transformation
AEC3211H	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy

Planning

JPG1418	Rural Planning
JPG1421	Health in Urban Environments
JPG1507	The Geography of Housing and Housing Policy
JPG1508	Planning with the Urban Poor in Developing Countries
JPG1615	Planning & Financing the Social Economy
PLA1503	Planning and Social Policy

Public Health Sciences

CHL5112	Community Development in Health
CHL5801	Health Promotion

Social Work

SWK4210	Promoting Empowerment
SWK4422	Social Housing and Homelessness
SWK4568	Social Work with Immigrants and Refugees
SWK4651	Community Social Work Practice

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Community Development."

Further information is available from the following three OISE faculty members in the Department of Adult Education and Counselling Psychology:

Jack Quarter
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

Margaret Schneider
Telephone: 416-923-6641 ext. 2550
E-mail: mschneider@oise.utoronto.ca

Daniel Schugurensky
Telephone: 416-923-6641 ext. 2356
E-mail: dschugurensky@oise.utoronto.ca

OR

J. David Hulchanski, Collaborative Program Director
Faculty of Social Work and
the Centre for Urban and Community Studies
246 Bloor Street West
Toronto, Ontario
Telephone: 416-978-4093 FAX: 416-978-7162
Email: david.hulchanski@utoronto.ca

OR

From the Centre for Urban and Community Studies Website:
<www.urbancentre.utoronto.ca/communitydevelopment.html>

Comparative, International and Development Education

Program Directors:
Karen Mundy, Adult Education and Counselling Psychology
Joseph P. Farrell, Curriculum, Teaching and Learning
Comparative and International Development Education Centre, 7th Floor, OISE

Contact:
Website: **cide.oise.utoronto.ca**
E-mail: cide@oise.utoronto.ca

The Collaborative Program in Comparative, International and Development Education (CIDE) provides the opportunity for students enrolled in any of OISE's four participating departments to receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

CIDE is one of the world's largest, most diverse and dynamic graduate programs in the field of comparative education. All CIDE students and faculty bring with them extensive international experience. Faculty interests span an exciting range of theoretical and practical issues – from the study of ethnicity and identity to the issues of globalization and global governance; from non-formal learning and citizenship education, to concrete problems of educational reform, social equality, language education, conflict resolution and community development. We approach these issues from a range of theoretical and disciplinary frames that is unparalleled in other comparative education programs. More traditional sociological, historical and philosophical approaches are taught alongside vibrant interpretations of feminist, critical, post-structuralist and cultural theories.

In addition, CIDE students have access to courses and professors with related geographic and thematic interests at one of the world's pre-eminent research universities. Students can take courses in political science, development studies, international relations, feminist studies, sociology, geography and beyond. The CIDE program is linked with events and programs at the Munk Centre for International Studies at the University of Toronto, where a vibrant community of scholars and students interested in international issues congregates.

The CIDE program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE directly to their own societies and learning systems.

The CIDE program is available to students enrolling in the M.Ed., M.A., Ed.D. and Ph.D. degree programs in the following departments:

Adult Education and Counselling Psychology
- Adult Education and Community Development Program

Curriculum, Teaching and Learning
- Curriculum Studies and Teacher Development Program
- Second Language Education Program

Sociology and Equity Studies in Education
- Sociology in Education Program

Theory and Policy Studies in Education
- Educational Administration Program
- Higher Education Program
- History and Philosophy of Education Program

Admissions Requirements

Applicants should apply to the appropriate degree program in one (or more) of the collaborating departments, listed above, that corresponds most closely to their general background and interests.

In addition to meeting the minimum OISE admission requirements (see Minimum Admission and Degree requirements section in this ***Bulletin***, pages 21 – 27), and department requirements, applicants to this Collaborative Program are ordinarily expected to have had at least one year of international or cross-cultural experience.

Prospective applicants should review the detailed information about the CIDE program available on the CIDE Web page at **cide.oise.utoronto.ca**. You are strongly advised to contact one of the core CIDE faculty members in the department to which you are applying to discuss your research interests and goals. A list of CIDE core faculty members appears below. Their contact information is available on the CIDE Web page.

Program Requirements

Individual student programs of study must meet the requirements of both their home department (as outlined in the various department pages in this ***Bulletin***) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load. Collaborative Program requirements include:

- CIE1001H: Introduction to Comparative, International and Development Education
- One other CIDE core course
- Two other CIDE courses (core or specialization)
- Regular participation in and attendance at the CIDEC Seminar Series for both Master's and Doctoral level students. Doctoral level students are also required to make at least one major presentation related to their research/development work in addition to regular participation.
- For Master's students, preparation of a thesis, Master's research paper or comprehensive paper (depending upon the requirements of the home department) which relates to and demonstrates Master's level understanding of the research/theory base of CIDE as certified by a participating faculty member in the home department.
- For Doctoral level students, development of a doctoral thesis that contributes to the research/theory base of CIDE as certified by a participating faculty member who is also a member of the thesis committee from the home department.

Faculty Advisors

Students are advised by participating CIDE faculty from their home department (listed below). They may also seek advice and information from the Comparative, International and Development Education Centre, **E-mail cide@oise.utoronto.ca,** and the CIDE Program Directors.

Core Participating Faculty:
A. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, D. Schugurensky (AECP); K. Bickmore, A. Cumming, J.P. Farrell, G. Feuerverger, S. Niyozov, D.N. Wilson (CTL); G. Sefa Dei, D. Olson (SESE); S. Anderson, N. Basci, R. Hayhoe, R. Joshee (TPS)

Adjunct Faculty:
V. Masemann, J. Knight

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home departments.

Courses

NOTE: Not all courses are offered every year. Please consult the CIDE Course List at:
<cide.oise.utoronto.ca>

CIE or Joint Comparative Education Courses

CIE1001H Introduction to Comparative, International and Development Education

This course serves as the basic core course for the OISE graduate studies concentration in comparative, international and development education. It focuses upon the various theoretical conceptions of the socio-economic development process and the role of formal and non-formal education programs within that process. The basic purpose of the course is to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal education policy problems common to many societies. CIDE students only or by permission of instructor.
V. Masemann, J.P. Farrell and K. Mundy

CIE1005H Special Topics in Comparative, International and Development Education.

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year.
Staff

Collaborative Program Core Courses

AEC1114H	Comparative and International Perspectives in Adult Education
AEC3104H	Political Economy of Adult Education in Global Perspectives
AEC3131H	Special Topics: Citizenship Learning and Participatory Democracy
AEC3179H	Work, Technology and the Knowledge Economy
AEC3180H	Global Governance and Educational Change
CIE1001H	Introduction to Comparative, International and Development Education
CIE1005H	Special Topics in Comparative, International and Development Education
CTL1312H	Democratic Citizenship Education
CTL3015H	Seminar in Second Language Literacy Education
CTL1060H	Education and Social Development
CTL1061H	Comparative Education: The Development of Third World Education Systems
SES1922H	Sociology of Race and Ethnicity
SES1924H	Modernization, Development and Education in African Contexts
CTL1863H	Controversial Issues in Development Education

CTL1864H	Methodologies for Comparing Educational Systems [RM]
SES1927H	Global Economic Restructuring – International Migration – Immigration Policies (Canada, US, Germany)
SES2999H	Special Topics in Sociological Research in Education: Cultural Knowledges, Representation and Colonial Education: Sociological Implications in Education
TPS1016H	School Program Development and Implementation
TPS1019H	Diversity and the Ethics of Educational Administration
TPS1825H	Comparative Education Theory and Methodology
TPS1826H	Comparative Higher Education
TPS3810H	International Academic Relations

Collaborative Program Specialization Courses

AEC1102H	Community Development: Innovation Models
AEC1145H	Participatory Research in the Community and the Workplace [RM]
AEC1146H	Women, War and Learning
AEC1180H	Aboriginal World Views: Implications for Education
AEC1181H	Embodied Learning and the Qi Gong
AEC3119H	Global Perspectives on Feminist Education, Community Development & Community Transformation
AEC3132H	Special Topics in Women in Development and Community Transformation
AEC3138H	Social Theories and Adult Education
AEC3140H	Post-colonial Relations and Transformative Education
CTL1037H	Comparative and Cross-cultural Perspectives
CTL1318H	Teaching Conflict and Conflict Resolution Politics and Practice (cross listed as SES1953H)
CTL3008H	Critical Pedagogy, Language and Cultural Diversity
CTL3018H	Language, Planning and Policy
JPE2408Y	Political Economy of International Development
JPG1509H	Gender Planning and International Development
SES1912H	Foucault and Research in Education and Culture: Discourse, Power and the Subject
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES1956H	Social Relations of Cultural Production in Education
SES3910H	Advanced Seminar on Race and Anti-Racism Research Methodology in Education [RM]
SES3911H	Cultural Knowledges, Representation and Colonial Education
SES3914H	Anti-Colonial Thought and Pedagogical Challenges
SES3921H	Language and Social Difference in Education: Comparative Perspectives
SES3933H	Theorizing Transnationality: Feminist Perspectives
SES3942H	Innovations in Education: A Comparative Analysis
SES3943H	Sociology of State Formation and Genealogies of Government
SES3952H	Sexism, Racism and Colonialism: Pedagogical Implications
TPS1020H	Teachers and Educational Change
TPS1027H	The Search for Educational Quality and Excellence in a Global Economy
TPS1400H	The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution
TPS1415H	The History of the Teaching Profession
TPS1420H	European Popular Culture and the Social History of Education I
TPS1421H	The History of Women and Education
TPS1422H	Education and Family Life in the Modern World I
TPS1425H	Class Formation and its Relation to the Schools
TPS1430H	Gendered Colonialisms, Imperialisms and Nationalisms in History
TPS1447H	Technology in Education: Philosophical Issues
TPS1448H	Popular Culture and the Social History of Education II
TPS1803H	Recurring Issues in Post-secondary Education
TPS1806H	Systems of Higher Education
TPS1832H	East Asian Higher Education
TPS2006H	Educational Finance and the Economics of Education
TPS3020H	Educational Change in the Post-Modern Age
TPS3017H	Problems in the Finance and Economics of Education
TPS3045H	Educational Policy and Program Evaluation
TPS3423H	Education and Family Life in the Modern World II
TPS3447H	Theories of Modernity and Education I
TPS3806H	Case Studies in Comparative Higher Education

A wide selection of additional courses is available across participating departments. See the various departmental pages or the visit the CIDE Website for further information. **<cide.oise.utoronto.ca>**

OR

E-mail cide@oise.utoronto.ca

Developmental Science

The M.A./Ph.D. in the Collaborative Program in Developmental Science prepares students for academic and research careers in Developmental Science. This program links developmental psychology, cognitive science, biological approaches, educational psychology, and intervention science, as applied to children and their families, to form a coherent program of studies dedicated to research on child development and its applications. This integration addresses a major shift within the field toward a cross-disciplinary approach to child development, centered in psychology but encompassing related disciplines. The program includes faculty from the OISE Department of Human Development and Applied Psychology, and the Department of Psychology. See page 109 for further information.

NOTE: Upon fulfillment of the program requirements, transcripts will denote completion of the Collaborative Program in Developmental Science in addition to the degree from their OISE department.

Further information is available from:
Marc Lewis
Telephone: 416-923-6641 ext. 2443
E-mail: mlewis@oise.utoronto.ca

Environment

OISE and the University of Toronto Centre for Environment collaborate in M.Ed., M.A., Ed.D. and Ph.D. degree programs in Environment. This program is offered out of the Transformative Learning Centre (OISE) and is administered in the Departments of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education. Typically, between two and four courses are chosen from the graduate courses listed with the Centre for Environment. Courses of particular interest include:

ENV1001H	Environmental Decision Making (Core Course)
ENV1002H	Case Studies in Canadian Environmental Policy Making
ENV1410H	Analytical Environmental Chemistry
ENV1444H	Capitalist Nature
ENV1701H	Environmental Law
ENV1703H	Water Resources Management
ENV1704H	Risk Analysis and Management
ENV1705H	Corporate Perspectives on the Environment
ENV1706H	Natural Hazards and Natural Disasters
ENV1707H	Environmental Finance and Sustainable Investing
ENV2000H	Topics: Environmental Studies Independent Study
ENV2002H	Special Topics: Environmental Studies
ENV2501H	Pollution Prevention and Control
JEI1901H	Technology, Society and the Environment
JGE1212H	Fate of Contaminants in Land and Water
JGE1413H	Workshop in Environmental Assessment
JGE1420H	Urban Waste Management
JGN2607H	Advanced Techniques in Hydrogeology
JNC2503H	Environmental Pathways
JPV1201H	Politics, Bureaucracy and the Environment
JVP2147H	Environmental Philosophy
HIS1111H	Topics in North American Environmental History
RLG2019H	Religion and the Environment

At the master's level, the arrangement is for students to take one core and two elective, half-credit courses from the courses listed with the Centre for Environment. Internships for students in this program are sometimes available through the Centre for Environment. The remaining courses are to be taken from the courses listed at OISE. These courses are to be approved through an Academic Advisor from one of the two participating OISE departments.

The doctoral program of study normally consists of eight half-courses. One core and one elective, half-credit courses are to be taken from the courses listed with the Centre for Environment and the remainder from the two participating OISE departments.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Environmental Studies" in addition to the degree from their OISE department.

Further information is available from:
Jennifer Sumner
Adult Education and Counselling Psychology
Telephone: 416-923-6641 ext. 2535
Fax: 416-923-4749
E-mail: jsumner@oise.utoronto.ca

Njoki Wane
Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2725

Pripa Pavel
Graduate Student Advisor
Centre for Environment, University of Toronto
Telephone: 416-978-3475

Knowledge Media Design (KMD)

Director: Andrew Clement (Faculty of Information Studies)
Coordinator: Barbara Soren
Administrative Assistant: Christina Parker
Location: Bahen Centre for Information Technology, 40 St. George St., 7th Floor
Telephone: 416-978-KMDI
Email: Info@kmdi.utoronto.ca
Website: **kmdi.utoronto.ca**

The Department of Curriculum, Teaching and Learning's Curriculum Studies and Teacher Development program and Second Language Education program participate in the Knowledge Media Design (KMD) Collaborative Program. The Knowledge Media Design Institute (KMDI) in the School of Graduate Studies is dedicated to research and graduate education in all aspects of knowledge, media and design. It is the first institute of its kind in Canada with more than 60 faculty from 20 academic disciplines. Other U of T departments participating in the KMD Collaborative program are the following: Faculty of Architecture, Landscape, and Design (ALD); Computer Science (CS); Faculty of Information Studies (FIS); Institute of Medical Science (IMS); Mechanical and Industrial Engineering (MIE); and Sociology (SOC). KMD challenges both the technological utopians and dystopians with a vision that is constructively critical and seeks to be a catalyst for collaborative endeavours and cross-disciplinary research. KMD provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of media intended to support and enhance the ability of individuals and groups to think, communicate, learn, and create knowledge. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the KMDI.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the KMDI Director. (See KMDI address.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Knowledge Media Design" in addition to the degree from their OISE department.

Program Requirements:

The Collaborative Program in Knowledge Media Design offers an interdisciplinary specialization to a regular departmental degree program. Students must satisfy the following requirements:

1. Students must meet all the requirements of their home department. The specialization in KMD cannot be conferred if the home unit degree has not been completed.

2. Masters students must successfully complete KMD1001H, KMD1002H and two half-course electives. At least one of these half-courses must be from the KMD 2001-2004 series. The other may be from a list of recognized departmental courses (KMD affiliate courses).

3. Collaborative program courses taken beyond KMD1001H and KMD1002H may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating departments individual program regulations.

4. Doctoral students are required to take KMD1001H and KMD1002H if not already taken in the masters program, one half-course from the KMD 2001-2004 series, and to have a dissertation topic in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units.

5. The home graduate unit and the students supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE departmental Liaison Officer
- The KMD Collaborative Program Office

Neuroscience (PIN)

The Program in Neuroscience (PIN) offers the M.A. and Ph.D. degree specialization. The Collaborative Program aims to enrich the training of graduate students in neuroscience. PIN sponsors, monitors, and coordinates neuroscience courses, runs a Distinguished Lecturer Series of neuroscience seminars, organizes informal meetings for graduate students with invited speakers, and represents neuroscience research at the University level. Research areas are very diverse and cover most aspects of current neuroscience, including cognitive neuroscience, developmental biology, developmental neuropsychology, neural modeling, clinical neurophysiology, and physiological psychology.

Admissions Requirements:

Admission to the program is open to all M.A. and Ph.D. students who are registered in the HDAP Developmental Psychology and Education Program or other member departments (e.g., Psychology). The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Neuroscience" in addition to the degree from their OISE department.

Degree Requirements:

1. The thesis topic must be in the neuroscience area.
2. The student's supervisor must be a member of the Program in Neuroscience.
3. The student must have an adequate background in general neuroscience.
4. The student must complete at least one half-course for the M.A. degree and at least one full course (or equivalent) for the Ph.D. degree from the list of courses approved by the Program in Neuroscience. HDP3286 (Developmental Neurobiology) is a half-course offered by HDAP that can meet this requirement.
5. The student must attend the Annual PIN Poster Day and present his/her work at least once.
6. The student must attend at least 75% of the lectures in the PIN Distinguished Lecturers Series.

Students are also expected to participate in the Program through organizing and participating in sports (i.e., baseball team), socials, the annual symposium and other events or activities.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE departmental Liaison Officer
- The Program in Neuroscience Office

Graduate Collaborative Program in Neuroscience

Room 102, Tanz Neuroscience Building
6 Queen's Park Crescent
University of Toronto
Toronto, Ontario M5S 3H2
Telephone: 416-978-4894
Fax: 416-978-1878
E-mail: p.neuroscience@utoronto.ca
Website: **www.utoronto.ca/neurosci**

Women's Studies (GCWS)

The following OISE Departments:

- Adult Education and Counselling Psychology
- Curriculum, Teaching and Learning
- Sociology and Equity Studies in Education
- Theory and Policy Studies in Education

as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship. The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies " in addition to the degree from their OISE department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE departmental Liaison Officer
- The GCWS Program Office

Graduate Collaborative Program in Women's Studies (GCWS)

Women and Gender Studies Institute (WGSI)
New College - University of Toronto
40 Willcocks Street, Room 2036, Wilson Hall
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: **www.utoronto.ca/wgsi**

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

Further information is available from:

Graduate Women's Studies Student Association (GWSSA)
40 Willcocks Street,
Room 2030, Wilson Hall
Telephone: 416-978-8284
E-mail: wg.su@utoronto.ca

Interdepartmental Research Areas

Faculty in a number of departments collaborate in the development of interdepartmental research areas to facilitate program selection and planning for students who wish to pursue research interests which involve two or more OISE departments. The interdepartmental research areas described herein vary in breadth, detail, and availability of courses from year to year. They are intended to serve as guides to students' program planning at OISE in relation to their professional roles, interests, and long-term goals.

It must be emphasized that an interdepartmental research area does not constitute a program, and hence a student cannot enroll in an interdepartmental research area or obtain a degree in an interdepartmental research area. A student who participates in an interdepartmental research area must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within the Application Admission Forms, as well as their Statement of Intent.

Aboriginal Education

This research area draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal Education from local, to national and international connections. Students focussing on Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of this research area are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE.

Aboriginal perspectives form the basis of the research area which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/Indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts
- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- examines various educational institutions, policies and practices that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses.

Courses with Aboriginal focus or content are listed in associated departments; **see Website for details.**

Faculty actively working in this research area are in the departments of Adult Education and Counselling Psychology (AECP); Curriculum, Teaching and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies in Education (TPS). Faculty include: E. Antone, B. Burstow, A. Miles, R. Moodley, J.P. Restoule (AECP); J. Cummins, G. Sefa Dei, A. Gagne, P. Olson, and N. Wane (SESE); M. Ford, J. Magnusson, C. Morgan and J. Ryan (TPS).

Further information is available from:

Jean-Paul Restoule, AECP
Telephone: 416-923-6641 ext. 2825
Fax: 416-926-4749
E-mail: jrestoule@oise.utoronto.ca

Elders

Elders-in-residence (grandmother and grandfather) are available through the First Nations House (FNH), University of Toronto, for all students.

Resources

Other University of Toronto offices that support Aboriginal perspectives include:

Indigenous Education Network
Telephone: 416-923-6641 Ext. 2286
Fax: 416-926-4749
E-mail: inen@oise.utoronto.ca

Aboriginal Health
Faculty of Nursing
Rebecca Hagey
Telephone: 416-978-2865

Aboriginal Studies (undergraduate degree)
Keren Rice, Coordinator
Telephone: 416-978-1763
Website: **www.utoronto.ca/abs**

First Nations House
Telephone: 416-978-8227
Website: **www.fnh.utoronto.ca**

Other Websites of interest:

Aboriginal and Indigenous Studies in Education
www.oise.utoronto.ca/depts/sese/aborig/

Indigenous Education Network
www.oise.utoronto.ca/depts/aecp/ien.php

OISE Student Teachers Union First Nations Resources
www.oise.utoronto.ca/research/studentequity/firstnationsresources.php

Critical Pedagogy and Cultural Studies

This research area is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.
Faculty actively working in this research area are: A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECP); K. Bickmore, C. Conle, J. Cummins, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan,E. Pedretti, H. Sykes and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, H. Lenskyj, D.W. Livingstone, C.P. Olson, P. Sawchuk, R.I. Simon, S. Razack, D. A. Trotz, R. Walcott and N.N. Wane, (SESE); M. Boler and C. Morgan (TPS); L. Teather (Museum Studies).

Further information is available from:
Kari Delhi (SESE)

Études franco-ontariennes en éducation

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent « Études franco-ontariennes en éducation » et qui se donnent partiellement en français par le biais de l'éducation à distance.

Des cours sur place sont également offerts. Trois cours sont obligatoires. Il s'agit des cours CTL1000 Fondements de l'étude des programmes scolaires, SES1900 Introduction à la sociologie de l'éducation et un cours de méthodes de recherche (quantitative, CTL ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto. Pour de plus amples détails sur les cours, veuillez consulter les sections « Department of Curriculum, Teaching and Learning » et « Department of Sociology and Equity Studies in Education ». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage ou au département où ils sont inscrits.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Roselyne Roy
Lieu : 252, rue Bloor Ouest, bureau 6-104
Téléphone: 416-923-6641, poste : 2501
Télécopieur : 416-926-4714
Courriel : rroy@oise.utoronto.ca

Gender Equity in Education

Gender Equity in Education is designed as a research area for educators who are interested in the professional applications of women's studies in schools. It is especially appropriate for students who are working teachers or otherwise professionally active as educators. Though this research area is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE programs. Students may pursue research in this area in combination with the listed programs offered by the following departments:

✦ **Sociology and Equity Studies in Education**
- Sociology in Education

✦ **Theory and Policy Studies in Education**
- Educational Administration
- Higher Education
- History and Philosophy of Education

The basis for this research area includes the large number of feminist scholars on the OISE faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE Education Commons (Library) and in the Women's Educational Resource Collection. The CWSE provides support and facilities to students in this research area.

Individual student programs of study must meet the requirements of the department in which they are registered. Students are advised to contact staff at the CWSE early in their program of study to learn more about the research area and about the support and facilities available to them through the Centre.

Examples of courses which focus on Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1951, SES1953, SES1982, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1436, TPS1439, TPS1447, TPS3418 and TPS3029.

Further information is available from:
Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**
OR
Angela Miles, Head of CWSE
Telephone: 416-923-6641 ext. 2344
E-mail: amiles@oise.utoronto.ca

Language and Critical Pedagogy

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and T. Goldstein (CTL); M. Heller (SESE).

Learning and Work

This research area is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and disabilities, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this area are associated with either the Learning, Work and Change research area in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change research area in the Department of Adult Education and Counselling Psychology as well as the Secondary Program 4 (Education and Work) in the Initial Teacher Education Program. Much of the relevant research is conducted through the Centre for the Study of Education and Work (CSEW), which is jointly sponsored by these departments.

Faculty associated with this research area include: M. Laiken, K. Mirchandani, S. Mojab, R. Ng and J. Quarter (AECP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, Margrit Eichler, R.B. Folson, D. Livingstone, P. Olson, P. Sawchuk, W. Seccombe, N.N. Wane and T. Zoric (SESE)

Further information is available from:

Peter Sawchuk (SESE)
Telephone: 416-923-6641 ext. 2294
Fax: 416-926-4751
E-mail: psawchuk@oise.utoronto.ca
OR
Jack Quarter (AECP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

The Nature and Development of Literacy

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This research area is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this area include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy. Students are encouraged to refer to program requirements in their home department.

Faculty involved in teaching and research on literacy include: E. Antone, N. Jackson and D. Schugurensky (AECP); G. Allen, D. Booth, L. Cameron, A. Cumming, J. Cummins, M. Kooy, N. Labrie, J. Mason, R. Morgan, S. Peterson, M. Scardamalia and P. Trifonas CTL); C. Bereiter, E. Geva, and D.M. Willows (HDAP); N. Bélanger and M. Heller (SESE).

Further information is available from:

N. Jackson (AECP), A. Cumming (CTL) or E. Geva (HDAP); and M. Boler (TPS).

Transformative Learning

The Transformative Learning interdepartmental research area involves faculty and students from OISE departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments:

- **Adult Education, and Counselling Psychology**
- **Curriculum, Teaching and Learning**
- **Sociology and Equity Studies in Education**
- **Theory and Policy Studies in Education**

This research area is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the research area its members have links with the International Institute for Global Education, the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Faculty involved in the Transformative Learning research area include: B. Burstow, A. Goodman, A.R. Miles, S. Mojab, R. Ng, J. Quarter and J. Sumner (AECP); J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, N.N. Wane (SESE); and M. Boler (TPS).

Courses which focus on the Transformative Learning research area include: AEC1131, AEC1143, AEC1146, AEC1148, and AEC3119; CTL1110, CTL1207, SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1436, TPS1447, TPS4323, and TPS3428.

Women's Studies/Feminist Studies

Women's Studies/Feminist Studies at OISE involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Women's Studies/ Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs of study include courses at OISE and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this research area include the large number of feminist scholars on the OISE faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department to meet the degree requirements of the department and of the research area.

NOTE: There is also the Gender Equity in Education interdepartmental research area which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 181.)

Faculty who are participants in the Women's Studies/Feminist Studies interdepartmental research area include: J. Gaskell (Dean); B. Burstow, A. Cole, A. Goodman, N. Jackson, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, K. Mundy, R. Ng, N. Piran, L. Stermac and M.S. Schneider (AECP); K. Bickmore, L. Cameron, K. Gallagher, D. Gérin-Lajoie, T. Goldstein, M. Nieswandt, S. Peterson, E. Smyth and H. Sykes (CTL); S. Acker, K. Dehli, R.B. Folson, M. Eichler, J. Iseke-Barnes, H. Lenskyj, S. Razack, D.A. Trotz and N.N. Wane (SESE); N. Bascia, M. Boler, D. Boyd, M. Ford, R. Joshee, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program of study to learn more about this research area and about the support and facilities available to them through the Centre. A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE) Website.

Further information is available from:
Pat Doherty at CWSE
Telephone: 416-923-6641 ext. 2204
E-mail: pdoherty@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**
OR
Angela Miles, Head of CWSE
Telephone: 416-923-6641 ext. 2344
E-mail: amiles@oise.utoronto.ca

Research and Field Activities

The research and development program of OISE fosters improvement in Ontario education and complements the academic programs of OISE departments. OISE's research and development program is among the largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE or by the sponsoring agency, or appear in journals produced by OISE (***Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherché féministe***), in international journals or in other publications. OISE Research Reports can be found in the OISE Education Commons Library.

Research and Development Centres

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the respective centre.

Centre for Applied Cognitive Science (CACS)

Head: Michel Ferrari
Department: HDAP
Location: 252 Bloor Street West, Room 9-132
Telephone: 416-923-6641 ext. 2566

Through a number of research and development projects, the CACS explores cognitive structures and cognitive processes in a variety of content domains. CACS is characterized by attempts to integrate contributions from a number of fields (e.g., psychology, linguistics, philosophy, and computer science) into the study of human development and education. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology.

The Centre hosts a number of regular research seminars and group meetings devoted to particular topics in which students are invited to participate. It is home to principal investigators in a number of large-scale inter-related research programs, including the National Centre of Excellence Program on Telelearning, the University of Toronto's Knowledge Media Design Institute and the University of Toronto Joint Centre for Bioethics.

Centre for Franco-Ontarian Studies (CREFO)

Head: Diane Farmer
Department: SESE
Location: 252 Bloor Street West, Room 6-104
Telephone: 416-923-6641 ext. 3125
Fax: 416-926-4714
E-mail: dfarmer@oise.utoronto.ca
Website: www.oise.utoronto.ca/CREFO/

CREFO is defined as an interdisciplinary research centre dedicated to the study of the social and linguistic practices of Francophones in a minority setting, with an emphasis on the processes that create social differentiation and inequity. Centre research focuses on linguistic plurality and language mix, multilingual language repertoires, the construction of social identity and the processes of social inclusion and exclusion. CREFO activities are based on a recognition of diversity, whether it be that of Francophone communities within an English-dominant society, or the diversity within the Francophone community itself due to ethnocultural background, social class, gender or sexual orientation.

As proactive participants in the social processes that affect the entire Francophone community, we believe that our objective must be to develop knowledge and understanding that have a solid base in reality and are relevant to the development of Francophone communities. Given the minority context in which we work, CREFO staff naturally take an interdisciplinary perspective in their studies of the relationships between language, culture and society on the one hand, and between education and training on the other. Our multi-facetted research program in fact covers a wide variety of education and training issues, from school-based programs to adult literacy and workplace training, including the transition from school to work.

Centre de recherches en éducation franco-ontarienne (CREFO)

Directrice : Diane Farmer
Département : SESE
Téléphone : 416-923-6641 poste 3125
Télécopieur : 416-926-4714
Courrier électronique : dfarmer@oise.utoronto.ca
Lieu : 252 rue Bloor Ouest, 6-104
Site internet : www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche interdisciplinaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire, en mettant l'accent sur les processus de construction des différences et des inégalités sociales. On s'intéresse au phénomène du pluralisme et de la mixité linguistique, aux répertoires plurilingues, à la construction identitaire et aux processus sociaux d'inclusion et d'exclusion. Les activités du CREFO favorisent la reconnaissance de la diversité, que ce soit celle apportée par les communautés francophones dans une société anglo-dominante, ou celle existant au sein même des communautés francophones, en fonction de l'origine ethnoculturelle, en fonction des classes sociales, en fonction du sexe ou de l'orientation sexuelle.

En tant qu'acteurs engagés dans des processus sociaux affectant l'ensemble de la collectivité, nous avons pour objectif de générer des savoirs ancrés dans la réalité et qui soient pertinents pour le développement des communautés francophones. Compte tenu du contexte minoritaire dans lequel on œuvre, il va de soi que les membres du centre favorisent une perspective interdisciplinaire pour l'étude des rapports entre la langue, la culture et la société, d'une part, et l'éducation et la formation, d'autre part. Nos recherches couvrent en effet de multiples facettes de l'éducation et de la formation allant du monde scolaire, à l'alphabétisme des adultes et à la formation en milieu professionnel, en passant par la transition du monde scolaire au monde du travail.

Centre for Integrative Anti-Racism Studies (CIARS)

Head: Roxana Ng
Department: SESE
Location: 252 Bloor Street West, Room 12-272
Telephone: 416-923-6641 ext. 2283
E-mail: ciars@oise.utoronto.ca

CIARS was established in the 1996-97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university. The mandate of CIARS, namely the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education. In CIARS' view, education is defined as those processes that influence and contribute to how individuals and their communities come to know the world and act within it. CIARS' faculty and students working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism and heterosexism. Recent research by associated faculty includes work on schooling and education, for example, research on inclusive schooling practices, and drawing from resources of the home, family and community in improving youth educational activities. In addition, CIARS' core faculty interests include research on the judicial system, immigration, unions, community development, community-state relations and globalization and its effects on communities of colour.

Centre for Media and Culture in Education (CMCE)

Head: Roger Simon
Coordinator: Kika Thorne
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ext 2275
Website: fcis.oise.utoronto.ca/~cmce

Through critical inquiry and debate the Centre seeks to foster innovative and interdisciplinary study of audio-visual cultural practices. Media and popular culture are often seen to pose one question for educators: how do we inoculate young people against their 'negative effects'? Recent work in visual and cultural studies has put forward different ways of thinking about audio-visual representation, theorizing more complex relations between viewers and images, and expanding beyond mass media to consider the pedagogies of independent video and film, digitally-based new media, and media art.

The Centre provides access to a range of independent visual and media art productions through programs of screening, lectures, workshops and other events. We encourage connections and collaborations among educators and students, artists and cultural producers, curators and critics, and various engaged publics. The Centre conducts and coordinates critical and interdisciplinary research. We support curriculum and resource development, and have established an Artist-in-residence program for a media artist-in-residence at OISE.

OISE faculty and instructors affiliated with CMCE: Kari Dehli, Rose Folson, Robert Morgan, Roger Simon, Peter Trifonas, Margaret Wells, and Rinaldo Walcott.

Centre for Studies in Science, Mathematics and Technology Education

Head: Erminia Pedretti
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 ext. 2635
E-mail: epedretti@oise.utoronto.ca
Website: **smt.oise.utoronto.ca**

The Centre for Studies in Science, Mathematics and Technology Education provides major opportunities for faculty members, graduate students and others to engage in collaborative research and curriculum development.

The Centre for Studies in Science, Mathematics and Technology Education was established in 1999 in the Department of Curriculum, Teaching and Learning. Our mission is to have immediate and significant impact on science, mathematics and technology education with a focus on equity and diversity issues in Ontario, Canada and internationally. As a group of scholars and practitioners, we are committed to public literacy and education that meets the needs and interests of all students. The Centre provides a stimulating research community that honours theory and practice by: engaging in collaborative research and curriculum development; offering enriched graduate, pre-service and in-service programs; fostering outreach with the wider community; and disseminating best practices, resources, curricula and research findings.

In furthering our commitment to mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the ***Canadian Journal of Science, Mathematics and Technology Education***).

Centre for the Study of Education and Work (CSEW)

Head: Peter Sawchuk
Coordinator: D'Arcy Martin
Department: SESE
Location: 252 Bloor Street West, Room 12-230
Telephone: 416-923-6641 ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly and public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners.

This centre is jointly sponsored by the Department of Adult Education and Counselling Psychology and the Department of Sociology and Equity Studies in Education. Faculty members involved with CSEW are listed with the Learning and Work Interdepartmental Research Area on page 181.

Centre for Teacher Development

Head: Jack Miller
Department: CTL
Location: 252 Bloor Street West, Room 10-152
Telephone: 416-923-6641 ext. 2633

The Centre for Teacher Development fosters and conducts research and development projects relevant to the personal, collaborative, and organizational experiences of teachers throughout their careers. Faculty interests include teacher development and inservice teacher education, new teacher induction and mentoring; teacher's lives and careers; professional and teacher knowledge; holistic approaches to teaching and teacher development; socially constructed learning; improving classroom practice; equity and gender issues; women in education; and multiculturalism. In addition, the Centre is committed to a wide range of research approaches including narrative inquiry, action research; arts-based inquiry and other traditions of qualitative and quantitative research.

The Centre for Urban Schooling

Academic Director: Kathleen Gallagher
Executive Director: Jeff Kugler
Department: CTL
Location: 252 Bloor Street West, Room 10-112
Telephone: 416-923-6641 ext. 2845
Website: **www.cus.oise.utoronto.ca**

The Centre for Urban Schooling is a new Centre in the Department of Curriculum Teaching and Learning. The Centre has its focus on supporting Inner City students, teachers, schools and communities. The philosophy of the Centre is one based on the notion that work in the Inner City must be guided by a social justice and equity seeking perspective.

The Centre is currently involved in a number of partnerships with school boards such as The Inner City Model Schools initiative of the Toronto District School Board (TDSB). In 2007 there will also be an Urban Education M.Ed. cohort jointly sponsored by SESE, CTL, and TPS.

Centre for Women's Studies In Education (CWSE)

Head: Angela Miles
Location: 252 Bloor Street West, Room 2-225
Telephone: 416-923-6641 ext. 2344
E-mail: amiles@oise.utoronto.ca
Website: **wwwl.oise.utoronto.ca/cwse**

The Centre conducts, promotes, and distributes research in women's studies, and hosts an international human rights institute, "Women's Human Rights: Building a Peaceful World in an Era of Globalization." Recent and current projects include: the Women's Educational Resource Collection; the periodical ***Resources for Feminist Research/Documentation sur la recherche féministe***; English-Language Education Expert Panel of the Ontario Government's Domestic Violence Action Plan; Anti-Globalization and the Global Feminist Movement; Women and Non-Traditional Skilled Trades; Growing up Jewish, Female and Canadian: A Longitudinal Study of Girls Aged 10- 18; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training Packages on Violence for Elementary Teachers; Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitorship in Women in Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE, and brown-bag seminars feature visiting scholars, OISE students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE.

A complete list of OISE's feminist courses is available from the Centre Website, as is a list of CWSE publications. For further information regarding graduate studies in the area, see Gender Equity in Education (page 181) and Women's Studies/Feminist Studies (page 183) in the Interdepartmental Research Areas section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 125).

Comparative, International, and Development Education Centre (CIDEC)

Director: Karen Mundy
Department: AECP
Location: 252 Bloor Street West, Room 7-190
Telephone: 416-923-6641, ext. 2354
E-mail: cide@oise.utoronto.ca
Website: **cide.oise.utoronto.ca**

Academic coordination of the interdepartmental CIDE Collaborative Program is provided by the Comparative, International and Development Education Centre, which is housed on the 7th floor in the AECP department. The centre is staffed by an administrative officer and boasts a state of the art smart room, research lab and resource centre. CIDEC administers a wide variety of research and development projects. It also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE via a seminar series, an electronic list serve, electronic newsletters, Website and research projects.

The Dr. R.G.N. Laidlaw Centre (LC)

Director: Kang Lee
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4597
Website: **www.oise.utoronto.ca/ics/**

The Centre is dedicated to the support of applied multidisciplinary research in child development. Current research themes are aimed at understanding children and innovative programs to support their education and development. One thematic area is literacy, numeracy and science instruction, with supports for understanding through new technology. A second thematic area is early childhood development and integrated community-school supports for children and families. Particular studies within the first theme include metacognitive language and literacy development, vocabulary assessment and instruction, math and science instruction, and technology-supported knowledge building in school communities.

Studies in the second theme include children's school readiness and schools' readiness for diverse families, exemplary kindergarten practice, the integration of special needs students, the prevention of unintentional injury, and integrated community-school services to support young children and parents, including populations at risk. Research facilities and secretarial assistance are provided through the Centre. Research is also supported by collaboration among faculty, graduate students, and Laboratory School teachers and by community partner schools. The application of research to practice is fostered by links between research in the Laidlaw Centre and the combined research and professional training in the M.A. in Child Study and Education program, based on a teacher-researcher model.

Institute for Knowledge Innovation and Technology (IKIT)

Head: Marlene Scardamalia
Department: CTL
Location: 9-130
Telephone: 416-923-6641 ext 2264
Website: **www.ikit.org**

The goal of this centre is to advance simultaneously the state of the art in education and knowledge creation by using and developing leading-edge work in the learning and knowledge sciences. IKIT conducts research, develops technology, and helps build communities to advance beyond "best practice" in education and knowledge work, using new theories of knowledge and expertise to address the challenges of education for a Knowledge Age. On this basis, IKIT has developed a knowledge-building pedagogy that puts ideas at the centre and that moves problem-based learning to a new level. An international community from a variety of sectors is actively engaged in pooling intellectual resources and participating in IKIT's worldwide Knowledge Society Network.

Modern Language Centre

Head: Alister Cumming
Administrative Assistant: Michelle Pon
Department: CTL
Location: 252 Bloor Street West, Room 10-244
Telephone: 416-923-6641 ext. 2620
Website: **www.oise.utoronto.ca/MLC/**

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, literacy in academic contexts, language policy, ESL teacher development, multiliteracies and multimedia in language learning, immigrant settlement and heritage language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE Education Commons.

Transformative Learning Centre (TLC)

Head: Anne Goodman
Department: AECP
Location: 252 Bloor Street West, Room 7-119
Telephone: 416-923-6641 Ext. 2535
E-mail: tlcentre@oise.utoronto.ca
Website: **www.tlcentre.org**

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge. Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn from one another within our different environments". (Hall and Sullivan, 1994)

Objectives:

1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

Field Development Activities

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education courses, and to research and development through local research projects.

The activities of the Field Centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

Field Centres

The following is a brief description of the two OISE Field Centres.

Wayne Seller
Coordinator, Technology-Mediated and Off-Campus Programs
Thunder Bay Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
E-mail: wseller@oise.utoronto.ca
Website: **www.oise.utoronto.ca/field-centres**

Northwestern Centre

Northwoods Foods R.P.O., Box 20027
Thunder Bay, Ontario P7E 6P2

Head: Wayne Seller
Contact: Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Lakehead District School Board and other local school districts, the Centre's work focuses on the development of leadership at the school and district levels through Additional Qualifications courses and professional development programs. Centre faculty teach Curriculum courses via computer conferencing.

Trent Valley Centre

1994 Fisher Drive
Peterborough, Ontario K9J 6X6

Head: John Ross
Contact: Carolyn Brioux
Telephone: 705-742-9773 ext. 2293
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the enhancement of students' ability to learn from peers, professional development programs for teachers and other educators, and the use of evaluation to strengthen programs and improve student achievement. The Centre offers on-line courses in Curriculum, Teaching and Learning. These courses focus on the application of research and theory to practical issues facing teachers and schools.

Fees

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

Academic Fees Structure

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's Offer of Admission. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have begun their last required course (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

M.Ed. students registered in Option IV are exempt from the above requirement.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. Once they have begun their last required course, these students must register annually and pay the part-time fee until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

Degree Fees

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference.

Calculation of Fees

At the time of publication of this ***Bulletin*** the fees schedule for 2007/2008 is not available. In the 2006/2007 academic year, the **one-year full-time** Academic Fee was as follows:

Canadian Citizens and Permanent Residents	
M.A. & Ph.D.	$5,660.00
M.Ed., M.A.(T.) & M.T.	$7,006.00
M.A. (Child Study and Education)	$7,006.00
Ed.D.	$6,619.00

International Students	
M.A. & Ph.D.	$12,600.00
M.Ed., M.A.(T.), M.T., M.A.(CSE)	$16,800.00
Ed.D.	$16,800.00

For planning purposes, the calculation of fees applicable to each program is as follows:

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

M.Ed. Degree Candidates

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun.

NOTE: Fees for students beginning their program in the Summer Session are based on the fees for the Fall/Winter Session immediately following that summer.

M.A. and M.T. Degree Candidates

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.

- **a twelve to sixteen half-course program**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged each year throughout the program, except for students in the flexible-time Ph.D. program, who will pay the part-time fee during their years of part-time registration.

Fees for Final Year Doctoral Students

Academic fees for the final year for Ed.D. and Ph.D. students will be prorated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final thesis (including corrections required by the final oral examination committee) is submitted to the School of Graduate Studies. Fees for the final month will not be charged if the requirements are met before the 16th day of the month.

NOTE: Flexible-time Ph.D. students are not eligible for the pro-rated fee.

Summer Students

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

Special Students

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees.

Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2006/2007 academic year the Academic Fee for a half-course was $1,050.90 (International Students, $2,520).

International Student Fees

In accordance with the recommendations of the Ontario government, students who are not Canadian Citizens or Permanent Residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.) All prospective International Students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada. In order to obtain a student authorization for tudy in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $18,000 plus tuition fees for a minimum total of approximately $31,050.)

The University Health Insurance Plan (UHIP) is a compulsory non-Academic Fee for international students. In 2006/2007 the cost for twelve months was $684 for a single student, $1,680 for a family of two, and $2,676 for a family of three or more.

Further information is available from:
The UHIP Office
Telephone: 416-978-0290
Website: **www.uhip.ca**

Late Payment Fees

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student enrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

Minimum Payment

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the Academic Fee and 100% of Incidental Fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due without further notice and is subject to a service charge.

Refund of Fees

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2006/2007 academic year the minimum charge was $181.

Service Charges

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on November 15. In the 2006/2007 academic year the service charge was 1.5% per month, compounded.

Fees/Convocation

Degree requirements for all students must be completed before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and

Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees. Thus, registration may be refused to a continuing or returning student.

Financial Support

Notices pertaining to awards, other than those listed here, are posted outside the OISE Registrar's Office, Graduate Studies, 4th floor and on the Student Services Website at **www.oise.utoronto.ca/studentservices.** In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2006/2007 academic year.

OISE Graduate Assistantships

To support programs of full-time graduate study, OISE offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are remuneration for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

It is important to note that an OISE Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student who should be in a financial position to fulfill this obligation at the beginning of the academic year.

Graduate Assistants at OISE are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2006 to April 2007, a Graduate Assistantship had a value of $10,260 (plus 4% vacation pay). The value of the assistantship is determined each year.

Applicants to those programs supported by the Guaranteed Minimum Funding need not apply for a Graduate Assistantship. Students receiving the Guaranteed Funding will be offered a Graduate Assistantship upon admission and in each year that they are eligible to hold the Funding Package. Please refer to the following section for information regarding the Graduate Funding Package.

Applications are available from:
www.oise.utoronto.ca/studentservices/financialinfo/gradasst.php

Applicants to a non-guaranteed funded degree program and students continuing in a non-guaranteed funded degree program must submit two copies of their completed Graduate Assistantship application to the Student Services Office, 8th floor, OISE by December 1, 2007.

OISE Graduate Student Guaranteed Funding Package

OISE will provide a funding package to registered students for the first year of full-time M.A. study (excluding the M.A. in Child Study and Education and the Master of Teaching programs) and for the first four years of study in the Ph.D. program (excluding the Flexible-time Ph.D.).

The funding package valued at $13,000 plus the cost of tuition and incidental fees, and in the case of international students, single coverage UHIP (University Health Insurance Plan), and is guaranteed subject to the conditions of the Funding Package. This Funding Package will be comprised of external scholarship, OISE funding grant and/or OISE employment.

It is the students' responsibility to ensure that they are fully aware of the conditions and procedures pertaining to the Guaranteed Funding Package. Complete details regarding these conditions and procedures can be found on the Students Services website at:
www.oise.utoronto.ca/studentservices/financialinfo/minfund.php

NOTE: Students in years one and two of the M.A. in the School and Clinical Child Psychology (SCCP) program in the Department of Human Development and Applied Psychology may receive guaranteed funding for both years of the M.A., but are then eligible for guaranteed funding in years one to three only of their Ph.D. programs.

Admission applicants are strongly encouraged to apply for the Ontario Graduate Scholarship (OGS) and the Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships (as eligible) simultaneously with their applications. Please refer to the section below for further details on these awards.

OISE Scholarship for Aboriginal Students

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:
www.oise.utoronto.ca/studentservices
OR
from the OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca
Application deadline is December 1. Payment of fees is the responsibility of the scholarship holder.

Margaret I. Hambly Scholarship

The Ontario Institute for Studies in Education (now OISE) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca
Application deadline is January 15. An outline of the applicant's financial position must be included.

Hetty C. Chu Memorial Fellowship

The fellowship, with a value of $800, is to be awarded to an applicant who resides in Canada, and is 25 years of age or older; holds a bachelor's degree from an accredited university and acceptable under OISE's admission policy; was in full-time paid employment for at least two continuous years prior to enrolment at OISE; and is in need of financial assistance.

Application forms are available from:
OISE Student Services, 8th floor,
252 Bloor Street West, Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Wilfred Rusk Wees Fellowship

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE Education Commons and the U. of T. Robarts Library.

The essay must be submitted by February 28 to:
Mary MacDonell
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca
Application deadline is January 31. An outline of the applicant's financial position must be included.

Christopher Parker Memorial Fund

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:
OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

OSOTF – Anne Millar Graduate Student Fellowship

To be awarded to one student each year who is entering the Master of Teaching Program. Financial need must be demonstrated. The award will be given to a student who best exemplifies the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary education context, positive leadership skills, care and concern for others, fairness and integrity. The same student will be awarded the Anne Millar Graduate Student Fellowship upon entry into year two of the program subject to confirmation by the Master of Teaching academic faculty. Applications are made to the Admissions, Awards and Program Committee at OISE.

The Anne Millar Graduate Student Fellowship

The fellowship will be awarded to the prior year's recipient of the OSOTF - Anne Millar Graduate Student Fellowship upon entry into year two of the Master of Teaching Program, subject to confirmation by the Master of Teaching academic faculty. The student should exemplify the following qualities: a demonstrated commitment to the teaching profession and to the education of young people, an understanding of the contemporary educational context, positive leadership skills, care and concern for others, fairness and integrity. Applications are not required.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. James Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program.

Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

Leighton McCarthy Memorial Scholarship Fund

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

Robert Seth Kingsley Graduate Student Fellowships

The following two awards were established in memory of Robert Seth Kingsley who was a student in the Institute of Child Study Laboratory School. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study, 45 Walmer Road, Toronto, Ontario M5R 2X2.

✦ Robert Seth Kingsley Entrance Award, MA in Child Study & Education

This entrance award is a minimum of $500 and is available for one or two excellent applicants to the MA program in Child Study & Education. Please indicate your special education interests in your Letter of Intent when applying to the program. Consideration for this award will be on financial need, as well as, a strong interest in special education. For purposes of financial need assessment, please indicate if you will be receiving OSAP.

✦ Robert Seth Kingsley Graduate Student Fellowships

A minimum of $500 is to be awarded to one or two students in the M.A program in Child Study and Education or the M.A./M.Ed program in Developmental Psychology and Education. Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice.

Keith A. McLeod Scholarship

Keith A. McLeod, a professor of education at the University of Toronto for over 25 years, established a scholarship with an award or awards to total $1,500 per year. The purpose of the award(s) is to give support to students in graduate studies in education at the University of Toronto (OISE). Specifically, the support is for assisting graduate students in education who are:

a) Focussing their study on culturally oriented community organizations and their educational endeavours, or who are studying the educational roles of libraries, museums, galleries, conservatories, or voluntary associations

b) Studying the cultural context of a school community or educational communities; examining how schools, museums, libraries and/or similar community institutions or programs reflect or provide for ethnocultural diversity or multiculturalism, antiracism, human rights, and equity, or Canadian culture

Adjudication of the applications will be based upon how well the above criteria are reflected in the proposal and on the following: clarity of the intent and focus; coherence of the proposal; relevance and applicability; originality and creativity; contribution to the state of knowledge and practice; evidence of theoretical content and analysis; and feasibility.

Application forms are available from:

OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Applicants should submit an application form, a proposal, and at least one letter of reference to the Student Services Office, OISE by March 15.

Ontario Graduate Scholarship Program (OGS)

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards are for two or three consecutive sessions. International students are eligible for this scholarship. Scholarships had a value of $15,000 in 2006/2007.

Application forms are available from:
osap.gov.on.ca

a) For students currently enrolled in a graduate program: applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.

b) For prospective full-time graduate students: Applications should be submitted to the Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Training, Colleges and Universities
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is set by the Ministry of Training, Colleges and Universities, usually mid-November.

Social Sciences and Humanities Research Council of Canada Doctoral Fellowships (SSHRC)

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Scholarships had a value of $20,000 in 2006/2007. Scholarships of $35,000 are also available to students with high academic merit.

Application forms are available at: www.sshrc.ca

a) For students currently enrolled in a graduate program, applications must be submitted to your department by the deadline. The deadline, usually mid-October for the following academic year, will be announced on the Student Services Website **<www.oise.utoronto.ca/studentservices>** in early Fall.

b) For prospective full-time students, applications must be postmarked November 15 for the following academic year, and must be submitted directly to the Council.

Ontario English Catholic Teachers' Association (OECTA) Scholarships and Fellowships - up to $10,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amounts of $10,000 each. It also offers three fellowships for Religious Studies in the amounts of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Application forms are available from:

Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Applications must be submitted by April 1.

The William Pakenham Fellowships:

Two Awards - $5,000 Each

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:

OISE Student Services Office
252 Bloor Street West, 8th floor, Room 8-225
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca

Application deadline is March 15.

Ontario Secondary School Teachers' Federation (OSSTF) - Scholarships and Awards

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Application forms are available from:

Bev Tindall
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

OISE Bursary

The OISE bursary program is designed to provide financial aid to as many students as possible. Assisting students in greatest financial need is the most important guiding principle. Students are expected to apply for OSAP first. Those in exceptional circumstances, or those who are ineligible for assistance from OSAP, will be considered on a case-by-case basis. Bursary applications are considered monthly and names of applicants are processed regularly throughout the year. For complete details of the bursary program, and to complete an online bursary application, please visit the Student Services Website: **www.oise.utoronto.ca/studentservices**

Emergency Student Loans

OISE has a small short term loan fund for full-time students experiencing an unexpected emergency financial situation. Students must be able to demonstrate that their need is urgent, of an unanticipated nature, and from what resources the loan would be repaid. Emergency loans are not awarded in order for the student to pay another outstanding debt to the University, such as tuition or library fines.

Application forms are available from the reception desk in the Student Services Office, 8th floor, Room 8-225, OISE.

Emergency Assistance - International Students

To be approved for study in Canada, international students must show they have sufficient financial resources to meet their needs. Although not eligible for bursary assistance, international students may apply for emergency assistance. Circumstances qualify as an emergency when the precipitating event is of an unanticipated nature. Applications are available in OISE Student Services, 8th Floor, Rm 8-225 or may be downloaded from the Student Services Website: **www.oise.utoronto.ca/studentservices**

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE and at the University of Toronto. OISE students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, *'Intuit'*. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at orientation in September.

OISE Student Services and Facilities

Alumni Association

For information about the OISE Alumni Association, please contact the Development and Alumni Affairs Office, located on the twelfth floor.

Contact: Office of Development and Alumni Affairs
Location: 252 Bloor Street West, Room 12-101
Telephone: 416-923-6641 ext. 2234

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE activity.

Students will have access to:

- ✦ A specialized collection in the field of education including:
  - Extensive reference materials
  - Over two thousand journal titles in the library and over 14,000 electronically-available journal titles
  - Complete microfiche holdings of the ERIC document as well as online access to 1993+ documents in full text
  - Materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - School board curriculum materials, textbooks and content resources used in Ontario schools
  - A representative collection of children's literature
  - A varied and extensive collection of computer software, videotapes, and other multimedia materials
- ✦ A collection of over 9.5 million items plus over 5 million microforms located in the numerous libraries of the University of Toronto Library System
- ✦ A wide range of Internet resources including remote library catalogues
- ✦ Reference assistance in accessing information on courses and research assignments
- ✦ Instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- ✦ A variety of computers that support standard productivity tools, specialized research software, and teaching/learning resources
- ✦ Face-to-face mediated learning opportunities and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- ✦ A variety of multimedia production and viewing resources, including support for telecommunication, interactive video and computer graphic
- ✦ Learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, email and the World Wide Web

Complete information on how the Education Commons and its staff can support your work at OISE can be obtained from the Websites listed below:

✦ Education Commons
Telephone: 416-923-6641 ext. 2763
Website: www.oise.utoronto.ca/ec

✦ Library
Telephones:
Circulation Desk: 416-926-4719
Reference Desk: 416-926-4718
Website: www.oise.utoronto.ca/ec/library

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE is the official graduate student government at OISE and is affiliated with the Graduate Students' Union of the university. All OISE graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE.

Location: 252 Bloor Street West, Room 8-105
Telephone: 416-923-6641 ext. 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self-determining organization founded, within OISE in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

Contact: Jean-Paul Restoule
Location: 252 Bloor Street West, Room 7-191
Telephone: 416-923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/aecp/ien.php

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation.

In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students' Association (ISA)

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE. It helps international students become inextricably woven into the fabric of the OISE community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: 416-926-4733
E-mail: isa@oise.utoronto.ca

Kidspace Daycare

Kidspace Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of 2 1/2 and 5 1/2. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is sometimes available. Fee subsidies are available but must be applied for from the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, first floor
Telephone: 416-926-4702
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

Student Services Office

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE. The Office provides individual student counselling on financial matters, loans and bursaries. In addition, special services to students with a disability are coordinated through this office.

Director: Louise Cowin
Location: 252 Bloor Street West, Room 8-225
Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4706
E-mail: stuserv@oise.utoronto.ca
Website: www.oise.utoronto.ca/studentservices

University-wide Student Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House is located on the St. George Campus and houses the Office of Aboriginal Student Services and Programs (OASSP) and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Founded in 1992, the focus of the Office has been to support and assist Aboriginal students in entering and achieving academic success, and to create a space at U of T where Native people from across Canada can work and grow in a community environment which reflects the distinctive culture of Aboriginal Nations. First Nations House provides a home for Aboriginal people on campus, is a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

Location: First Nations House
563 Spadina Avenue, Third Floor
Toronto, Ontario M5S 2J7
Telephone: 416-978-8227
Fax: 416-978-1893
E-mail: fnh.info@utoronto.ca
Website: www.fnh.utoronto.ca

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 2007/2008, excluding tuition:

Accommodation	$7,200
Books/Supplies	1,000
Clothing	650
Food	3,800
Health insurance (UHIP) (international students)	684
Local transportation	1,200
Miscellaneous	3,600
TOTAL	**$18,134**

Anti-Racism and Cultural Diversity Office

The Anti-Racism and Cultural Diversity Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 21 Sussex Avenue, Room 217
Telephone: 416-978-1259
Fax: 416-971-2289
Website: www.antiracism.utoronto.ca

Career Centre

The University of Toronto Career Centre provides programs and services to assist Masters and Doctoral students in planning, developing and managing their careers. We recognize that the needs of graduate students are different from those of undergraduates. To this end, a list of resources that will help the graduate student plan for employment within and without the academy has been put together. Working in collaboration with deans and/or divisional chairs, the Career Centre will offer tailored career management courses within graduate departments to meet the unique needs of students within that discipline.

Location: Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 21 Sussex Avenue, 2nd Floor
Telephone: 416-978-1485
Fax: 416-946-8296
Website: www.communitysafety.utoronto.ca

Disability Services for Students

The mandate of this service is to facilitate the inclusion of students with disabilities and chronic health conditions into all aspects of university life. Their focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students who have a physical, sensory or learning disability, mental health disorder, acquired brain injury or chronic health condition. Students who have temporary disabilities (eg. broken dominant arm) are also eligible to receive services. All discussions are confidential and information is disclosed only with permission of the student.

Location: Robarts Library, 1st Floor
130 St. George Street
Toronto, Ontario M5S 1A5
Telephone: 416-978-8060 (Voice)
T.D.D.: 416-978-1902
Fax: 416-978-8246
E-mail: disability.services@utoronto.ca
Website: disability.sa.utoronto.ca

Family Care Office

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.

Location: Koffler Student Services Centre
214 College Street, main floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-0951
Fax: 416-946-5466
E-mail: family.care@utoronto.ca
Website: www.familycare.utoronto.ca/fmcmain.htm

Hart House

At Hart House, you'll find everything a body needs in a uniquely soul-restoring environment. Whether you're interested in art, music, debates, photography, fitness, film, drama, chess, bridge, scuba diving – you name it, you can find it at Hart House. For many students, Hart House is a home away from home. As a student, you're automatically a member. Within Hart House are a full-service athletic facility, serene common rooms with fabulous fireplaces, two restaurants, a renowned art gallery, and library. Visit Hart House for a meal, a beer or a workout. Listen to the latest music in the Record Room, or meet with friends in one of the comfortable sitting rooms. Hart House also offers use of a beautiful farm north of the city on the Niagara Escarpment.

Location: 7 Hart House Circle
Telephone: 416-978-2452
Website: www.harthouse.utoronto.ca

Health Services

Health Service offers a wide range of services for U of T students. The health team includes Family Physicians, Registered Nurses, a Community Health Coordinator, a Health Promotion Nurse, support staff and peer educators. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Diagnostic tests and procedures, ordered in the clinic, are performed by a full-time lab technician in the on-site laboratory.

All students need health insurance coverage - for example, OHIP, other provincial plans, **UHIP,** or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students. Please contact **<www.library.utoronto.ca/isc/>** for UHIP information.

Location: Koffler Student Services Centre
214 College Street
Telephone: 416-978-8030
E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

Housing

The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date on-campus and off-campus housing, single and family housing, as well as other information a student might need to assist in locating and arranging suitable student housing.

Location: Koffler Student Services Centre
214 College Street, 2nd floor
Toronto, Ontario M5T 2Z9
Telephone: 416-978-8045
Fax: 416-978-1616
E-mail: housing.service@utoronto.ca
Website: eir.library.utoronto.ca/StudentHousing/

International Student Centre (ISC)

The goal of the ISC is to provide services that promote and support international education at the university. All members of the university community, both international students and Canadians are welcome to come to the ISC and meet in a relaxed and informal atmosphere. The facilities of the Centre are used for social events, cultural programs and other activities of an international nature. In addition to programs organized by the many cultural, ethnic, and other student groups which use the ISC, the Centre organizes events and activities to introduce international students to Canada and help to bring the world to all students of the university.

Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416-978-2564
E-mail: isc.information@utoronto.ca
Website: www.isc.utoronto.ca

Lesbian, Gay, Bisexual, Transgendered, Queer Resources and Programs Office

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians, gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Location: Koffler Student Services Centre
214 College Street, Room 302
Telephone: 416-946-5624
Fax: 416-971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: www.lgbtq.utoronto.ca/

Sexual Harassment Office

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which crates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's Policies and Procedures: Sexual Harassment. Members of the university may also contact the office on an informal basis for information or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416-978-3908
Fax: 416-971-2289
Website: www.utoronto.ca/sho/

Status of Women Office

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

Location: Office of the President, Simcoe Hall
Room 109B, 27 King's College Circle
Telephone: 416-978-2196
Fax: 416-971-2295
E-mail: status.women@utoronto.ca
Website: status-women.utoronto.ca

Policies and Regulations

NOTE: Students should consult the 2007/2008 ***School of Graduate Studies Calendar*** when it becomes available, or visit the Website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property
- Research Ethics

Grading Practices

The OISE Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enroll in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

5) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

6) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal through the School of Graduate Studies, Graduate Academic Appeals Board.

Any student whose work is judged to be unsatisfactory by OISE may be required to withdraw at any time.

B. Conditions for Final Standing

1) The grading system has a primary classification of **A, B,** and **FZ**, which have the following meanings:
   - **A**: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
   - **B**: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
   - **FZ:** glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE. Such courses must have the prior approval of OISE and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: Assigned as a final report on the basis of incomplete course work (e.g., medical reasons or when there are no grounds for assigning a failing grade). **INC** carries no credit for the course and is not considered for averaging purposes.

IPR-In Progress: Assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrollment period. **IPR** carries no credit for the course and is not considered for averaging purposes.

SDF-Standing Deferred: Assigned by a graduate unit review committee to a student who has been granted an extension for the completion of course work beyond the SGS deadline for completion of course work, pending receipt from the instructor of a final course report. A final course report is due no later than the SGS deadline for completion of course work and grade submission following the original one for the course. If, by that date, a final grade is not available and the student has not submitted the outstanding course work, then the report of **SDF** will be replaced by a final report of 'INC'. **SDF** carries no credit for the course and is not considered for averaging purposes.

TRF-Program Transfer: Assigned by the School of Graduate Studies to a continuing research/seminar course begun but not completed in the first program and not required in the new program to which the student has been officially transferred.

WDR-Withdrawal without academic penalty: Assigned by a graduate unit review committee, when there are extenuating circumstances, upon approval of the student's request for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

Student Appeals

Should a dispute arise over an academic or procedural matter, OISE and the university offer students a formal appeals procedure summarized below.

The student appeals process consists of four levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor) in an attempt to resolve the matter.
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE Department Academic Appeals Committee, using the Notice of Appeal Form.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made to the School of Graduate Studies, Graduate Academic Appeals Board no later than eight weeks after the decision being appealed has been communicated in writing to the appellant.
4. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days after the decision being appealed has been communicated, in writing, to the appellant.

Detailed information on the appeals procedures is available from the OISE Registrar's Office, Graduate Studies Registration Unit, or from a department chair, ***the School of Graduate Studies Calendar*** or from the SGS Website **<www.sgs.utoronto.ca>**.

At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone: 416-978-4874
Fax: 416-978-3439
E-mail: ombuds.person@utoronto.ca
Website: www.utoronto.ca/ombudsperson/

Outstanding Fees and Other University Obligations

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment). See also page 192.

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE and university debts and second, to current fees.

Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based on-line correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

Postal Addresses and Electronic Mail Accounts

Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.

University Rights and Responsibilities Regarding Official Correspondence

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or on-line communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the web site of the Office of the Vice-President and Provost: http://www.provost.utoronto.ca/English/Appropriate-Use-of-Information-and-Communication-Technology.html)

Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

Academic Staff
(as of January 2007)

Please consult individual departmental sections for academic details and interests of staff: AECP (page 35); CTL (page 63); HDAP (page 100); SESE (page 122); TPS (page 137).

Acker, Sandra, SESE, TPS
Aitken, Johan L., CTL
Alexander, Jacqui, SESE
Alvi, Sabir A., AECP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECP
Arnold, Mary Louise, HDAP
Astington, Janet, W., HDAP

Bascia, Nina, TPS
Beattie, Mary, CTL
Beck, Clive M., CTL
Bencze, John Lawrence, CTL
Bennett, Barrie, CTL
Bereiter, Carl, HDAP
Bickmore, Kathy, CTL, SESE
Biemiller, Andrew, HDAP
Bloom, Daina, HDAP
Bogdan, Deanne, TPS
Boler, Megan, TPS
Booth, David, CTL
Borel, Lennox, AECP
Botelho, Maria José, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., TPS
Brett, Clare, CTL
Broad, Kathy, CTL
Burns, Bernie, AECP
Burstow, Bonnie, AECP

Cameron, Linda, CTL
Campbell, C. Elizabeth, CTL, TPS
Cassie, J.R. Bruce, AECP
Chambers, Anthony, TPS
Chen, Charles P., AECP
Chen-Bumgardner, Xi, CTL
Childs, Ruth A., HDAP
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECP
Comay, Julie, HDAP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Cooper, Karyn, CTL
Corney, Bob, AECP
Corter, Carl, HDAP
Crook, Bonnie, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL

Darroch-Lozowski, Vivian, CTL
Davie, Lynn E., CTL
Davis, John E., TPS
De Angelis, Michael, TPS
Dehli, Kari, SESE
Dennis, Madeline, AECP
Diamond, C. T. Patrick, CTL
Donahue, Zoe, HDAP
Ducharme, Joseph, HDAP
Dunlop-Robertson, Lorayne, TPS
Durand, Christel, HDAP

Edwards, Connie, TPS
Eichler, Margrit, SESE
Esmonde, Indigo, CTL
Evans, D. Mark, CTL

Farrell, Joseph P., AECP, CTL
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Flessa, Joseph, TPS
Flint, Betty, HDAP
Folson, Rose Baaba, SESE
Ford, Maureen, TPS
Fraser, Don, CTL
Frenette, Normand J., CTL
Fullan, Michael, SESE

Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECP
Garth, David, CTL
Gaztambide-Fernández, Rubén, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
Gillis, J. Roy, AECP
Gini-Newman, Garfield, CTL
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Goodman, Anne, AECP
Goorevich, Kelly, HDAP
Guttman, Mary Alice Julius, AECP

Haché, Denis, TPS
Halewood, Cindy, HDAP
Hanna, Gila, CTL
Hardacre, Jennifer, HDAP
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hayhoe, Ruth E. S., TPS
Heller, Monica, SESE
Hersen, Russ, HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hildyard, Angela, HDAP, TPS
Hodson, Derek, CTL
Hong, Guanglei, HDAP
Hunt, David, AECP
Hyman, Avi, TPS

Jackson, Nancy S. AECP
Jang, Eunice, CTL
Jenkins, Jenny, HDAP
Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
Joshee, Reva, TPS

Katz, Steven, HDAP
Kelly, Brendan, CTL
Kerekes, Julie, CTL
Kilbourn, Brent S., CTL, TPS
Kimel, Judith, HDAP
Kluger, Ronna, HDAP
Knowles, J. Gary, AECP
Kooy, Mary, CTL
Kosnik, Clare, CTL
Kuzmich, Natalie, CTL

Labrie, Normand, CTL
Laiken, Marilyn, AECP
Lam, Tony C.M., CTL
Lancaster, Ron, CTL
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lawton, Stephen B., TPS
Lee, Kang, HDAP
Leithwood, Kenneth A., TPS
Lenskyj, Helen, SESE
L'Espérance, Norah, HDAP
Levin, Benjamin, TPS
Levine, David, TPS
Lewis, Marc, HDAP
Liddle, Becky, AECP
Link, Nancy, HDAP
Livingstone, David W., AECP, SESE
Lordan, Meredith, TPS
Lott, Heather, HDAP

Mady, Callie, TPS
Magnusson, Jamie-Lynn, TPS
Maloney, Larry, AECP
Marks-Krpan, Catherine, CTL
Martinussen, Rhonda, HDAP
Mascall, Blair, TPS
McBride, Hazel (HDAP)
McCready, Lance, CTL
McDougall, Douglas E., CTL
McKitrick, Sara, AECP
McLean, Leslie D., CTL
McLean, Robert S., CTL
McLeod, Keith, AECP
Messina, Richard, HDAP
Miezitis, Solveiga, AECP, HDAP
Miles, Angela R., AECP
Miller, Jack, CTL
Mirchandani, Kiran, AECP
Misgeld, Dieter, TPS
Mojab, Shahrzad, AECP
Moodley, Roy, AECP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Moss, Joan, HDAP
Mundy, Karen, AECP
Murray, Sarah, HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzumdar, Pria, HDAP
Muzzin, Linda, TPS

Nagy, Philip, CTL
Neilson, Alison, TPS
Ng, Roxana, AECP, SESE, TPS
Nieswandt, Martina, CTL
Nishisato, Shizuhiko, CTL
Niyozov, Sarfaroz, CTL

Oatley, Keith, HDAP
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Sullivan, Edmund V., AECP

Padro, Susan, TPS
Pascal, Charles, TPS
Pedretti, Erminia, CTL
Peebles, Benjamin, HDAP
Pelletier, Janette, HDAP
Perlman, Michal, HDAP
Peskin, Joan, HDAP
Peterson-Badali, Michele, HDAP
Pierson, Ruth Roach, SESE, TPS
Piran, Niva, AECP
Portelli, John, TPS
Prentice, Alison, TPS
Prichard, J. Robert S., TPS

Quarter, Jack, AECP, SESE

Randall, A., HDAP
Raun, Krista, HDAP
Razack, Sherene H., SESE

Restoule, Jean-Paul, AECP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Rose, Leslie, CTL
Ross, John A., CTL
Rusak, Stephen T., TPS
Ryan, James J., TPS

Sa, Creso, TPS
Sandwell, Ruth, TPS
Sawchuk, Peter, SESE
Scardamalia, Marlene, CTL, HDAP
Scarfo, Nick, CTL
Schneider, Margaret S., AECP
Schugurensky, Daniel, AECP
Schwenger, Suzanne, HDAP
Scott, Katreena, HDAP
Sefa Dei, George J., SESE
Seller, Wayne, CTL, TPS
Shackel, Denis, HDAP
Shaw, Robin, HDAP
Shore, Lesley, CTL
Silver, Judith A., AECP
Silvers, Ronald, CTL
Simon, Roger I., CTL, SESE
Skolnik, Michael L., TPS
Slotta, Jim, CTL
Smith, Dorothy E., SESE
Smith, Renee, HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stagg Peterson, Shelley, CTL
Stanovich, Keith E., CTL, HDAP
Stephenson, Carol, HDAP
Stermac, Lana, AECP
Stevens, R., HDAP
Stewart Rose, Leslie, CTL
Stiegelbauer, Suzanne, CTL
Sumner, Jennifer, AECP
Swain, Merrill K., CTL
Sykes, Heather, CTL

Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Thiessen, Dennis, CTL
Thomas, Alan, AECP
Titchkosky, Tanya, SESE
Tough, Allen M., AECP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE

Volpe, Richard, HDAP

Wahlstrom, Merlin W., CTL
Walcott, Rinaldo, SESE
Wallace, John, CTL
Wane, Njoki Nathani, SESE
Watson, Cicely, TPS
Watson, Jeanne E., AECP
Wiener, Judith, HDAP
Weis, Joel, CTL
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wolfe, Elgin, CTL
Wolfe, Richard G., HDAP
Woodruff, Earl, CTL, HDAP

Zoric, Terezia, SESE
Zuker, Marvin A., TPS

Index

Aboriginal Education 45, 179
Aboriginal Student Services 194, 200
Academic Fees Structure 190
Academic Staff 206-208
Academic Year, Definition of 10
Accommodation and Cost of Living 200
Addiction Studies Collaborative Program 41, 170
Administrative Officers, OISE and SGS 8-9
Admission and Degree Requirements 21-27
Adult Education and Community Development Program 42-53
Adult Education Certificate 45
Adult Education and Counselling Psychology (AECP) 35-62
Adult Training and Development Certificate 45
Advisory Board 9
Aging and the Life Course Collaborative Program 41, 171
Alumni Association 198
Anti-Racism and Cultural Diversity Office 200
Anti-Racism Studies 124, 185
Appeals 204
Application Procedures 28-32
Canada Research Chairs 8
Career Centre 200
Centre de recherches en éducation franco-ontarienne (CREFO) 185
Centre for Applied Cognitive Science (CACS) 184
Centre for Arts-Informed Research 44
Centre for Franco-Ontarian Studies (CREFO) 184
Centre for Integrative Anti-Racism Studies (CIARS) 125, 185
Centre for Media and Culture in Education 125, 185
Centre for Studies in Science, Mathematics and Technology Education, ... 186
Centre for Teacher Development 186
Centre for the Study of Education and Work 125, 186
Centre for Urban Schooling 186
Centre for Women's Studies in Education (CWSE) 187
Changes to Fees 4
Changes in Programs of Study and/or Courses 4
Child Study and Education Program 23, 30, 105-106
Collaborative Graduate Programs 33, 97-99, 170-178
College of Psychologists 54, 112
Community College Leaders 17, 154
Community Development Collaborative Program 42, 171-172
Community Safety Coordinator 200
Comparative, International, and Development Education Centre (CIDEC) 187
Comparative, International, and Development Education 40-41, 97-98, 126, 138, 160, 173-175
Contents 2-3
Continuity of Registration 18
Copyright in Instructional Settings 4
Counselling and Psychoeducational Clinic 54
Counselling Psychology for Community and Educational Settings 53, 56
Counselling Psychology for Psychology Specialists 53, 54-55
Counselling Psychology Program 53-62
Course Changes and Course Completion 19
Course Deadlines, Prerequisites, Limits 4
Course Load, Full-time/Part-time 4
Course Numbering Explained 33
Course Selection for Continuing M.A., M.T., M.Ed., Ed.D., Ph.D. Students 16
Criminal Record Report 20, 24, 30, 85, 105
Critical Pedagogy and Cultural Studies 126, 180
Curriculum Studies and Teacher Development Program 68-84
Curriculum, Teaching and Learning (CTL) 63-99
Daycare, Kidspace 199
Deferrals 31
Degree Fees 190
Developmental Psychology and Education Program 100, 107-108
Developmental Science Collaborative Program 100, 109, 176
Disability Services 200
Distance Education 17, 67, 128, 142, 154, 188
Doctor of Education (Ed.D.) 24
Doctor of Philosophy (Ph.D.) 26
Dual Registration for M.A. and Ph.D. Candidates 18
Education Commons 198
Educational Administration Program 139-150, 173
Emergency Student Loans 197
Endowed Chairs 8
English Language Facility 4, 30-31
Enrollment Limitations 4
Environment 42, 126, 176
Études franco-ontariennes en éducation 67, 126, 180
Family Care Office 201
Fees 190-192
Fees, Application 28
Fees and Other University Obligations, Outstanding 192, 204
Fees, Late Payment 191
Fees, Minimum Payment 191
Fees, Refunds 192
Fees/Convocation 192
Feminist Studies 125, 160, 162, 183
Field Centres 8, 189
Field Development Activities 188
First Nations House 180, 200
Financial Support 193-197
Flexible-time, Doctor of Philosophy (Ph.D.) 18, 27, 43, 144, 154, 191
Full-time Student, Definition of 16
Full-time Study 4, 17, 32
Gender Equity in Education 126, 137, 160, 181
General Information 16-20

Grade Reports ... 19
Grading Practices Policy ... 203-204
Graduate Assistantships ... 31, 193
Graduate Students' Association ... 198-199
Graduate Programs by Department ... 33-34
Graduation ... 22, 192
Guaranteed Funding ... 193
Guidance and Counselling ... 53, 57-58
Hart House ... 201
Health Professional Education ... 153
Health Services ... 201
Higher Education Program ... 151-159
History and Function of OISE ... 6-7
History and Philosophy of Education Program ... 160-169
History of Education ... 160-165
Human Development and Applied Psychology (HDAP) ... 100-121
Important Notices ... 4-5
Incidental Fees ... 190
Indigenous Education Network (IEN) ... 199
Indigenous Studies ... 124
Individual Reading and Research Courses ... 34
Initial Teacher Education Program ... 40, 125
Institute of Child Study ... 6
Institute for Knowledge Innovation and Technology ... 188
Interdepartmental Research Areas ... 179-182
International Student Centre (ISC) ... 201
International Student Fees ... 191
International Students ... 191, 199
International Students' Association ... 199
Junior/Intermediate Education ... 85
Knowledge Media Design (KMD) ... 98, 177
Laidlaw, Dr. R. G. N., Research Centre ... 187
Language and Critical Pedagogy ... 181
Late Afternoon and Evening Classes in Fall and Winter Sessions ... 16-17
Learning and Work ... 125, 126, 181
Leave of Absence ... 19
Lesbian, Gay, Bisexual, Transgendered, Queer Office ... 201
Master of Arts (M.A.) ... 22
Master of Education (M.Ed.) ... 21
Master of Teaching in Elementary and Intermediate Education Program (M.T.) ... 24, 85-87
Modern Language Centre ... 188
Nature and Development of Literacy ... 104, 182
Neuroscience ... 109, 178
Northwestern Centre ... 8, 189
Off-Campus Education ... 17, 63, 67, 128, 142, 154, 188
OISE Student Services Office ... 199
Ontario College of Teachers ... 20, 30, 85, 105
Part-time Study ... 4, 16-17, 32
Person ID/Student Number ... 5
Philosophy of Education ... 160, 165-169
Policies and Regulations ... 5, 203
Primary/Junior Education ... 85
Required Period of Full-time Study ... 17-18
Research and Development Centres ... 184-188
Research and Field Activities ... 184-189
Research Methodology Courses ... 33
School and Clinical Child Psychology Program ... 110-112
School Management Certificate ... 137, 140
Second Language Education ... 88-94
Secondary Program 4 (Education and Work) ... 40, 125
Service Charges ... 192
Sessional Dates and Deadlines ... 10-15
Sexual Harassment Office ... 202
SGS Regulations ... 5, 203-204
Sociologie et d'études de l'équité en éducation ... 122-136
Sociology and Equity Studies in Education (SESE) ... 122-136
Special Education ... 106
Special Students ... 27, 32, 191
Special Topics Courses ... 34
Statement of Intent ... 29
Status of Women Office ... 202
Student Housing ... 201
Student Number ... 5
Student Services and Facilities ... 198-202
Study in Summer Session ... 17
Summer Student Fees ... 191
Summary of Graduate Programs ... 33
Teacher Development Program ... 95-99
Teacher's Certificate of Qualification ... 24, 85, 105
Theory and Policy Studies in Education (TPS) ... 137-169
Transcripts ... 20, 29, 192, 203
Transfer Credit ... 18
Transformative Learning ... 44, 160, 182
Transformative Learning Centre ... 44, 188
Travaux et Théses en Français ... 16, 67, 180
Trent Valley Centre ... 8, 189
University Health Insurance Plan (UHIP) ... 191, 193
University of Toronto Schools ... 6
Withdrawals ... 19
Women's Studies, Collaborative Graduate Program (GCWS) ... 42, 98, 126, 139, 160, 178
Women's Studies/Feminist Studies ... 160, 183

2007

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2008

JANUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2009

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2010

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

S	M	T	W	T	F
				1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

AUGUST

S	M	T	W	T	F
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30	31			

SEPTEMBER

S	M	T	W	T	F
			1	2	3
5	6	7	8	9	10
12	13	14	15	16	17
19	20	21	22	23	24
26	27	28	29	30	

OCTOBER

S	M	T	W	T	F
					1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
31					

NOVEMBER

S	M	T	W	T	F
	1	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30			

DECEMBER

S	M	T	W	T	F
			1	2	3
5	6	7	8	9	10
12	13	14	15	16	17
19	20	21	22	23	24
26	27	28	29	30	31

NOTES

NOTES

NOTES

756005

NOTES

Adult Education and Counselling Psychology

Curriculum, Teaching and Learning

Human Development and Applied Psychology

INSPIRING EDUCATION

Sociology and Equity Studies in Education

Theory and Policy Studies in Education

www.oise.utoronto.ca